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ABSTRACT

This federally funded exemplary project in vocational education for an Appalachian county in West Virginia focused on developmental career planning for disadvantaged students in nine county high schools. Specifically concentrating on an integrated vocational curriculum for Grades 9 and 10, teacher-developed units were designed to orient Grade 9 students to the area vocational school and to the world of work. Students were given aptitude tests, and teaching techniques such as field trips, human resources, and audiovisual aids were employed. Post-testing after the 10-week orientation revealed student vocational interests, and the program evaluation indicated a need for an expanded vocational curriculum for Grade 10. Seven hours of inservice credit were given to the teachers, guidance counselors, consultants, and coordinators involved in curriculum development. A committee for program review and an advisory council acting as consultants for industry discussed the units. A 1-day personnel orientation meeting was held, during which a county-wide uniform grading system was developed. A sample curriculum unit and other resource materials are included. (AG)

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Final Report

Project No. W.Va.-71-E-2

Grant No. DVE-19-W.Va.-71-E-2

Intensive Vocational Services in Guidance, Counseling, Placement, and Follow-up

George Lipscomb, Project Director
Karen Zinn, Human Resources Coordinator

Preston County Board of Education
121 East High Street
Kingwood, West Virginia 26537

October, 1972

West Virginia
State Board of Education
State Department of Education
Bureau of Vocational, Technical and Adult Education
Division of Vocational Education

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West Virginia
State Board of Education
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Bureau of Vocational, Technical and Adult Education
Division of Vocational Education

PREFACE

The purpose of this final report is to present the importance, the objectives, the method, and the findings of the Preston County Exemplary Project, "Intensive Vocational Services in Guidance, Counseling, Placement, and Follow-Up." For more information about any part of this report or a copy of the unit material, please contact Karen Zinn, Human Resources Coordinator, Preston County Educational Center, Kingwood, West Virginia 26537.

We express our appreciation to the many people who helped make this project a success and to commend the ninth grade social studies teachers in Preston County for such a fine job in writing and presenting the units to the students. Gratitude is expressed to the consultants and to the resource people, for without these people, much of the information could not have been found and given to the students.

We extend our appreciation to Mr. Kyle McGraw for taking his valuable time to come to Preston County and help us during an in-service meeting.

The field trips to the Fayette County Vocational-Technical High School could not have been a success without the cooperation of Mr. Vernon Crawford, Director. It is with deep sincerity that we thank Mr. Crawford for the time he devoted to us.

Multitudes of thanks are due Mrs. Waneila Halbritter, Guidance Coordinator, and Mrs. Lucille Temple, General Supervisor, for the many hours of time which they devoted to this project, and to the writing of the final report. They were always around to lend a hand when the going was rough and were always available for help when it was needed.

Without the close cooperation between the principals, teachers, and the guidance counselors, this project could not have been a success. We are deeply indebted to these people.

George Lipscomb, Project Director
Karen Zinn, Human Resources Coordinator

SUMMARY

Preston County is in a state of total transition in its educational training program. This transition created a new vocational facility, a change in curriculum emphasis, and the presentation of new opportunities. It mandated that we design a program for realistic decision-making procedures rather than leave decisions to chance.

While there has been much federal assistance for vocational education (about 2/3 billion dollars), most of this money has gone for short-term projects or for training outside the regular educational system. Thus the pattern of irrelevant vocational training and unmet needs has been perpetuated as well as the gap between student and school.

Because most Appalachian schools lack adequate counseling services, and occupational information is almost non-existent, an intensive guidance and counseling program is necessary to help young people make realistic career choices.

The educational needs of West Virginia and Preston County youth parallel those identified by the National Advisory Council on Vocational Education when it stated:

> Career consciousness must be integrated throughout the schools in order to enlarge the number of options and alternatives for individual pupils--both in terms of occupations and higher education. The study of the World of Work is a valid part of education for all children--it documents for youth the necessity of education both academic and vocational.

Because of environment, geographic locations, lack of educational and social responsibilities, Preston County students are both educationally deprived as well as occupationally ignorant. A background of intensive and comprehensive vocational information and simulation is needed for students so that they may be aware of the many varied occupational possibilities. A student must obtain a background knowledge in job skills, educational requirements for those skills, and life style of the worker, so that curriculum choices will be consistent with his interests, abilities, and aptitudes.

Programs of vocational andtechnical education must be planned for conditions of the community. Programs must be planned in cooperation with responsible leaders of business, industry, and agriculture--both labor and management so that each agency is aware of the other's activities. Instruction must be provided in fields where there is a current demand for employees. Direct services to students for job opportunities and job placement is essential to creating bridges between school curriculum, manpower agencies, and the employment service.

Advisory Council on Vocational Education. Vocational Education, The Bridge Between Man and His Work. Summary and Recommendations, (Washington: U. S. Office of Education, Department of Health, Education, and Welfare, 1968), p. 4.

Because of the need to prepare students to make realistic curriculum choices when they attend the Preston County Educational Center and to give the student intensive counseling and provide job-placement and guidance, a program was developed for Preston County which was exemplary in nature in that it stressed the developmental approach to career planning in our nine county high schools and incorporated at the ninth and tenth grade levels a blending of academic and vocational education demonstrated to be effective in the Richmond plan.

In order to incorporate vocational curriculum into the ninth grade curriculum, units were developed to tell the ninth graders about the vocational school. Nine American Studies teachers, six guidance counselors, nine consultants, one supervisor, a guidance coordinator and a human resources coordinator participated in the writing of vocational curriculum units which were designed to orient the ninth graders to the areas being taught at the Preston County Educational Center and to the world of work in general. The participants who wrote the units received seven hours of in-service credit in which to research, write and make suggestions for materials to be included in the units. See Appendix B, Page 36, for a list of the participants and the schedule for the in-service.

The following tasks were to be accomplished during the in-service time:

1. Develop a vocational curriculum unit for each of the 12 areas that will be taught at the Preston County Educational Center. (See Chapter II).

2. Develop a teacher evaluation form for each unit so that suggestions may be made for next year's program. Appendix C.

3. Suggestions for grading the students during the ten-week period are to be submitted with the units.

4. Each curriculum unit should include the following in its content:

    a. course requirements and background information
    b. related occupations
    c. types of skills
    d. attitudes necessary
    e. economics necessary
    f. job opportunities and opportunities for advancement

(Please see Appendix E for a copy of one of the units).

After the initial units were developed, a committee of eight people met to revise and make suggestions so that material could be ordered for the units.

An advisory council was set up to bridge the gap between industry and the school. These people met to discuss the units and to act as consultants. A list of these participants are included in the Appendix.

In January an all-day orientation meeting was held for counselors, social studies teachers, principals and county staff personnel to orient everyone to the units and to answer questions about the units. The people were given released time from school to attend this meeting and principals were urged to attend so that they could become aware of the various units. A grading system was developed during this time so that grading would be uniform throughout the county. It was decided that the ninth graders would be given a grade of U or S representing Unsatisfactory or Satisfactory. The reason for the U and S grade was because the teachers felt that it would be difficult to give the students letter grades since this was a period of exploration rather than testing.

Before the units were taught in the schools, counselors administered three tests to evaluate aptitudes, abilities and interests. The Kuder Interest Inventory measured interests, the General Aptitude Test Battery (GATB) measured aptitudes, and the State County Development Series tested abilities. These tests were administered to the students and were interpreted so that they could see these tests in relation to their own interests, aptitudes, and abilities during the ten-week orientation program.

During the week of January 6, prior to the teaching of the units, field trips were taken to the Fayette County Vocational-Technical High School near Uniontown, Pennsylvania, to enable the ninth graders to gain an insight into the various occupations which are taught in that school. It was hoped that the students would be able to relate ideas gained from this school to our own area when they studied about them during the ten-week period. Students were bussed to the Fayette County school in groups of approximately 120 per day. These students left from their home schools and traveled to the vocational school, toured the building there, ate lunch and then returned to their home schools at the end of the day. The trips were advantageous in that students as well as teachers appreciated seeing the students working in the different areas and enjoying their school work. The ninth graders were able to talk to the students at the vocational school about how successful their programs were and gained a great deal of enthusiasm from the zeal the students displayed.

During the ten-week orientation period, the students were exposed to the world of work through resource materials, such as pamphlets, filmstrips, films, etc., and through resource people from the various businesses in the county. The students gained more from listening to speakers than from reading about various occupations because they were able to question the speakers and get immediate feedback. Please refer to Appendix B, Page 38, for a list of the resource speakers. These speakers talked about opportunities, future employment prospects, requirements for job entry and requirements relating to individual jobs within the business. The speakers also tried to relate to the students the aspects of their own particular business as it pertained to the vocational training at the Preston County Educational Center.

The entire orientation program was designed to make the students aware of the clusters to be taught at the vocational school, to make them aware of the opportunities available in the world of work, and to orient teachers

and counselors to the various careers which are available to students if they pursue their areas of interests, aptitudes and abilities through vocational training.

A post-test was given at the end of the ten-week period so that students could select four areas of interest for further exploration and simulation during their sophomore year. The results of the interest area selection are included in Appendix D.

An all-day evaluation meeting was held at the end of the ten-week program for the teachers, counselors and county staff personnel. This was held to make revisions and suggestions for next-year's program. The units were discussed and updated during the meeting.

All of the participants at the evaluation meeting emphasized the fact that the program should be included in the curriculum for the coming year but that it should be more flexible so that teachers could cover the areas as they desired and spend more or less time on units as needed. It was in general agreement that a program of this type is needed in the curriculum and the need was evident that it be expanded to include the tenth graders. Decision making should be included in the tenth grade curriculum as these students will soon be faced with a time of trying to decide what to do with their future.

Students were not only exposed to certain areas with which they are familiar, but with many other occupations with which they do not come in contact. They have been forced to become aware of the clusters at the Preston County Educational Center through the ten-week period, and, for the most part, have been enthusiastic and receptive toward the different areas covered. One student who served on the advisory committee pointed out that she now read the newspapers with meaning because when she read about a certain area, she could comment with some amount of learning and information about that area.

It was recommended that a program of this type should be instituted in the early years of a student's life so that the student could gain more from exploration and would have more time to spend on research and awareness of a certain career.

The Preston County Project, "Intensive Vocational Services in Guidance, Counseling, Placement, and Follow-Up," was reported at the State Vocational Guidance Meeting at Cedar Lakes in January, 1972, by Waneila Halbritter, Guidance Coordinator, and Mary Lee Zinn, Guidance Counselor. Several people requested copies of the unit material and these copies were sent to those persons.

The project was also reported at a Preston County Board of Education meeting and was met with great reception. All of the members there felt a need for this type of program and realized that our students will be able to make a more realistic decision when they reach their junior year in high school from covering this type of orientation. Waneila Halbritter, Mary Lee Zinn, Karen Zinn, and Jerry Bowermaster participated in this meeting and covered some of the unit material.

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CHAPTER I

PROBLEM UNDER CONSIDERATION

Preston County is in a state of total transition in its educational training program. This transition is creating a new vocational facility, a change in curriculum emphasis, and the presentation of new opportunities. It is mandating that we design a program for realistic decision-making procedures rather than leave decisions to chance.

While there has been much federal assistance for vocational education (about 2/3 billion dollars), most of this money has gone for short-term projects or for training outside the regular educational system. Thus the pattern of irrelevant vocational training and unmet needs has been perpetuated as well as the gap between student and school.

Because most Appalachian schools lack adequate counseling services and occupational information is almost non-existent, an intensive guidance and counseling program is necessary to help young people make realistic career choices.

The most recent report from the State Department of Education indicates that West Virginia still has a tremendously high dropout rate (Snyder and Miller, 1970). This report states that nearly one-third of the students enrolled in the fifth grade will not complete their secondary education and, thus, will become school dropouts. Most of the school dropouts have an intelligence level which would allow them to satisfactorily complete a secondary education program.[1]

Our children come to our schools expecting to find ways by which they can carry on the working tradition of their heritage and find instead curriculum which is subject-matter oriented and appears to have little relevance to the real world.

The estimated dropout rate for Preston County according to the State Guidance Department statistics was 438, or 6.7 percent, for the 1968-69 school term; and it is estimated that it reached 450, or 7.1 percent, during the 1969-70 school term.

Education's role in alleviating the economic and social ills of West Virginia has been a topic of increasing concern both at state and local levels. The "Comprehensive Educational Program" developed by the State Department of Education has served as the prime vehicle for the improvement of education in the state. This plan for educational systems is designed to provide opportunities for every pupil to learn and achieve according to his abilities, talents, intelligence, and desires. Specifically, the

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[1] H. R. Snyder and R. L. Miller, The West Virginia Drop-Out Student, (Charleston, West Virginia: West Virginia Department of Education, 1970).

"Comprehensive Education Program" is built upon a philosophy that provides three things: (1) a good general education for all; (2) a good elective curriculum for those who will need a salable skill immediately upon graduation from high school; and, (3) a good elective curriculum for those who will go on to a continued formal education, including college.[2] The need for such a program is evident when for every 100 students who enter the first grade in West Virginia, only 41 graduate from high school, 12 go on to college, and only six graduate from college. In addition, of every 100 high school graduates in West Virginia, 36 enter postsecondary educational programs and only 18 have had access to vocational education, leaving 46 with neither postsecondary education or salable skills.

According to statistics found in the Ohio State Survey in 1960 and in the survey made for the program Design for Academic and Vocational Education in Appalachia in 1968, only 20 percent of the students in Preston County select college as a career plan for the future, while 80 percent of the students graduate without a salable skill (and the career choice is left mostly to chance).[3] From a report prepared by the National Association of Secondary School Principals entitled "Educating for Work" comes the following information found in the conclusions of the committee responsible for the report:

The public education system has a basic obligation to aid the preparation of all young people for effectiveness in the world of work. The obligation is extenuated today because the transition from school to job is more difficult than it was, and the vocational success is more dependent upon schooling. These data indicate the need for a strong commitment to vocational education and an intensive vocational-guidance program to bridge the gap between school and earning a living for our young people.

The educational needs of West Virginia and Preston County youth parallel those identified by the National Advisory Council on Vocational Education when it stated:

> Career consciousness must be integrated throughout the schools in order to enlarge the number of options and alternatives for individual pupils--both in terms of occupations and higher education. The study of the World of Work is a valid part of education for all children--it documents for youth the necessity of education both academic and vocational.[4]

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[2]Rex Smith, A Comprehensive Educational Program for West Virginia Schools, (Revised Edition; Charleston, West Virginia: West Virginia Department of Education, 1970).

[3]Design for Vocational-Academic Education, (West Virginia: Preston County Schools, August, 1968).

[4]Advisory Council on Vocational Education, Vocational Education, The Bridge Between Man and His Work, Summary and Recommendations, (Washington: U. S. Office of Education, Department of Health, Education, and Welfare, 1968) p. 4.

Because of environment, geographic locations, lack of educational and social responsibilities, Preston County students are both educationally deprived as well as occupationally ignorant. A background of intensive and comprehensive vocational information and simulation is needed for students so that they may be aware of the many varied occupational possibilities. A student must obtain a background knowledge in job skills, educational requirements for those skills, and life style of the worker, so that curriculum choices will be consistent with his interest, aptitude, and ability.

Programs of vocational and technical education must be planned for conditions of the community. Programs must be planned in cooperation with responsible leaders of business, industry, and agriculture--both labor and management so that each agency is aware of the other's activities. Instruction must be provided in fields where there is a current demand for employees. Direct services to students for job opportunities and job placement is essential to creating bridges between school curriculum, manpower agencies, and the employment service.

A. DESCRIPTION

The design of this program proposes several new concepts and innovations for Preston County's education system.

Stimulus for change will result not only from the innovative curricular activities planned for this program at the ninth and tenth grade level but also from the construction of a county area vocational facility which should be ready for use by August, 1972. This program will serve to prepare students to make realistic curriculum decisions when they attend the vocational school and will, also, give the student intensive counseling and provide job-placement and guidance.

The Appalachian Region Commission in a report to President Lyndon B. Johnson gave priority to career exploration and orientation. Chairman Rose expressed the rationale for this as follows:

> Only if this is provided can our young people make rational and informed choices about their education and life needs. Only if this is done, can the intellectual snobbery of our schools which "pushes out" many of its students be cured. Only if this is done, can the region's massive investment in training facilities be fully utilized and the region produce a labor force adapted to regional and national job demands. I might mention that 80 percent of today's jobs require less than a college degree, and the nation and region will founder in the future, not from a lack of college graduates, but from a lack of skilled technicians to support them.[5]

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[5]Franklin Parker, Appalachia: Education in a Depressed Area, (Phi Kappa Phi Journal, Fall, 1970).

This project is exemplary in nature for Preston County in that it will stress the developmental approach to career planning in our nine county high schools and will incorporate at the ninth and tenth grade level a blending of academic and vocational education demonstrated to be effective in the Richmond plan.

A pre-orientation and exploration course will be offered to all ninth and tenth grade students. Curriculum units (one week in length) in each vocational area to be taught at the county center will be developed and taught to all ninth graders in the social studies class. Weaver states that social studies in the upper elementary grades and junior high school offer excellent opportunities to introduce boys and girls to the world of work. At this stage, students are inquisitive and, at times, highly idealistic about what they want to become as adults. This idealism can be used as a motivating force to get them to explore career opportunities.[6]

In order to provide the students with the opportunity to see previously ignored occupations as possibilities to be examined and to explore chosen fields in greater depth, simulation games will be used with tenth graders. Johnson states that some means are needed to help students learn what their options are and the probable consequences of making one decision rather than another. While typical occupational information available to students provides important facts, these facts in themselves lack the appeal necessary to motivate career exploration.[7]

An intensive counseling program for eleventh and twelfth grade students will be implemented so that the students will be made aware of what skills are necessary for employment procedures and of the criteria for maintaining a job. MDTA projects with disadvantaged youth reveal that career development activity without job training resources and job placement services makes such counseling not only irrelevant but traumatic.[8] What little has been done in Preston County in this direction has previously been done at the twelfth grade level. A placement program will be provided to do the following:

1. To make possible a cooperative team approach to job placement between school and employment service, industry, and manpower agencies. In a study completed for the State of New York, Eninger found implications for more emphasis on student needs than employer needs and increased attention in providing placement services for vocational educational graduates.[9]

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[6]Andrew Weaver, Social Studies: A Good Place to Start, (American Vocational Journal, December, 1969).

[7]Richard Gilmore Johnson, Simulation Techniques in Career Development, (American Vocational Journal, September, 1970).

[8]Jesse E. Gordan, Testing, Counseling, and Supportive Services for Disadvantaged Youth, (Ann Arbor: Institute of Labor and Industrial Relations, The University of Michigan, 1969) p. 99.

[9]Max W. Eninger, Report on New York State Data from a National Follow-up Study of High School Level Trade and Industry Vocational Graduates, (Pittsburgh: Educational Systems Research Institute, May, 1967).

2. To assist students in specific ways relative to obtaining employment: (a) completion of job application forms, knowledge of Social Security benefits, retirement, union organizations, etc.; (b) training for on-the-job interviews; and (c) names of recruitment personnel.

Follow-up activities will be initiated in the program the first year. Graduated students will be studied in relation to job occupations by the ninth grade pupils so that these students may be made aware of the necessity of exploring varied occupational areas as well as the need for early decision making. The graduated student should be followed by the same high school student for a period of four years.

Other strategies related to placement and follow-up activities which are identified by Gordon are:

1. Agencies should be prepared to place a youth as often as he needs it.

2. First placements should contain potential for on-the-job training and career development.

3. Follow-up should begin immediately after placement.

4. Employers seem to be more receptive to hiring disadvantaged youth if a package of follow-up services is provided.[10]

The implementation of this proposed project into the Preston County Schools, hopefully, will serve as a model for future program development in the county.

Teachers, counselors, principals, community leaders, employers, parents, and students will be involved to insure program success. A concentrated in-service program will involve educational personnel. Parents and students will participate in conferences and counseling sessions. The use of the advisory council to coordinate the manpower agencies, employment services and public education in providing job opportunities for the students will also cultivate community support and acceptance of the project.

In summary, this project is designed to provide career exploration in grades 9 and 10, intensive guidance in grades 11 and 12, and job placement and follow-up services for all students trained at the county vocational center.

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[10]Gordon, op. cit., pp. 204-205

B. OBJECTIVES

Ninth Grade

1. Students will evidence knowledge of major occupational fields as determined by pre- and post-tests.

2. Students will evidence understanding of self by selecting for further exploration those areas compatible with their interests, aptitudes, and abilities as determined by pre-test performance.

Tenth Grade

1. Students will develop a realistic concept of actual job performance determined by a positive or negative response on an attitudinal scale.

2. Students will display evidence of ability to make realistic curriculum decisions by pursuing further education consistent with their aptitudes, interests, and abilities determined by ratings of teachers, counselors, and employers.

Eleventh Grade

1. Students will demonstrate a working knowledge of vocational and educational opportunities available in the immediate area measured by their participation in small groups and the subjective evaluation of the teacher.

2. Students will demonstrate appropriate behavior skill and attitude needed to get a job as rated by counselor and placement recuiter.

Twelfth Grade

1. Eighty percent of the students completing the program will be placed on a job or postsecondary occupational training or will use the training for advanced vocational training.

2. Follow-up studies reveal that 75 percent of the graduates placed have met job requirements and have displayed personal adjustment.

Developing and Writing Behavioral Objectives, (Tucson, Arizona: Educational Innovators Press, Inc., 1968).

C. LIMITS OF THE PROJECT

Funds for this project were made available through the Vocational Education Amendments of 1968, Part D: Exemplary Programs and Projects. Federal monies of $16,000 were granted to Preston County schools to implement this project.*

Originally, the project was intended to cover a three-year period; however, money was not appropriated for the three years, and the project was limited to ninth graders. Consequently, the objectives listed for the ninth graders were the only ones carried out for the year.

Because the program was limited to ninth graders, tenth graders were left to make decisions about the Preston County Educational Center with no background on which to base a decision. Originally, the program was intended to provide simulation for tenth graders so that they could explore various occupational areas. This year they had to make decisions based on information they had heard.

A big limitation in the factor of the units was the delivery of materials across the county. We did not have enough money to duplicate the materials for all schools in the county, which meant that all items had to be transported from school to school. Also, the wide geographical range of Preston County (see Appendix A, Page 31) created a multitude of problems in scheduling resource speakers and trying to get materials to the schools in bad weather.

The project was implemented during the 1971-72 school term, and the curriculum units are now a part of the ninth-grade American Studies curriculum.

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*Salaries for the Human Resources Coordinator and a secretary were paid from this amount.

CHAPTER II

METHODS OF PROJECT

The procedures used to reach the objectives stated in the project will be discussed in this section.

A. Selection of Advisory Committee

An advisory committee was selected by the Human Resources Coordinator and approved by the Preston County Board of Education to coordinate the manpower agencies, employment services, and public education in providing information to the ninth graders about job opportunities and employment for the future. These people met during the year to discuss and evaluate the curriculum units. A list of the advisory committee is included in Appendix A, Page 30.

B. Selection of In-Service Participants

Committees consisting of consultants, counselors, and social studies teachers were selected to construct each of the areas to be taught at the Preston County Educational Center. These people met during in-service hours to research and write vocational curriculum units to orient the ninth graders to the curriculum being taught at the vocational school. See Appendix B, Page 36, for a list of the participants and the in-service schedule.

C. Tasks Accomplished During the In-Service Meetings

The committees who wrote the units had the following tasks to accomplish during the in-service time:

1. Develop a vocational curriculum unit for each of the 12 areas at the Preston County Educational Center. In order to keep the vocational curriculum within a ten-week block of time, some of the areas were combined. The following units were developed:

    Agriculture (Production Agriculture and Agricultural Mechanics)
    Building Trades (Building Construction and Building Maintenance)
    Distributive Education
    *Electro-Mechanical Technology
    Food Services
    Graphic Arts
    Home Economics
    Nurse's Assistant
    Power Mechanics

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*Because we lacked information, Electro-Mechanical Technology was not developed into a complete unit. This was only a one-day session.

2. Develop a teacher evaluation form for each unit so that suggestions may be made for next year's program. Later, the teachers were given these evaluation sheets so the units could be evaluated during the ten-week period. We asked the teachers to fill out the forms immediately after the units were taught so that information would be more valid. See Appendix C, Page 47, for a copy of the form.

3. Suggestions for grading the students during the ten-week period are to be submitted with the units. It was decided to grade the students on the basis of S or U for Satisfactory or Unsatisfactory as it was difficult to give the students a letter grade, due to the fact that this was a time of exploration rather than a period of testing.

4. Each curriculum unit should include the following in its content:

    a. course requirements and background information
    b. related occupations
    c. types of skills
    d. attitude necessary
    e. economics necessary
    f. job opportunities and opportunities for advancement

See Appendix E for a copy of one of the units.

D. Objectives of the Program

1. Students will evidence knowledge of major occupational fields as determined by pre- and post-test performance. (See Appendix C, Page 48, for a copy of the test).

2. Students will evidence understanding of self by selecting for further exploration those areas compatible with their interests, aptitudes, and abilities as determined by pre-test performance.

In order to reach these objectives, three tests were given to the ninth graders. The Kuder Interest Test measured interests, the General Aptitude Test Battery (GATB) measured aptitudes, and the General Development Series determined abilities. These tests were interpreted to the ninth graders so that they could study areas compatible with their interests, aptitudes, and abilities.

E. Field Trip, Ten-Week Orientation, and Evaluation

During the week of January 6, field trips were taken to the Fayette County Vocational-Technical High School near Fairchance, Pennsylvania. Approximately 120 ninth graders were transported per day to the school. The teachers felt that this was an important part of the ten-week period as the students gained an awareness of some of the fields we are teaching at the Preston County Educational Center.

The teachers started teaching the units by giving a pre-test on the first day. Each teacher taught his own unit the first week. The teachers felt this was necessary because they could then make suggestions for the next persons about time, discussions, etc. Each teacher taught a different unit during each of the ten weeks. A schedule of the way these units operated is included in Appendix B, Page 40.

The major burden for provision of information and development of attitudes was placed upon the classroom teacher. The guidance counselor served as a school program coordinator and resource person.

Resource people from business and industry were invaluable during the orientation period. Students appreciated hearing an authority tell them about requirements for job entry and opportunities in the field.

Teachers were asked to evaluate these units as they progressed through the ten weeks. These were an aid in revising the units and updating them.

At the completion of the ten-week period, a meeting was held to evaluate the ten-week orientation program. The teachers and counselors all felt that the program should be continued during the 1972-73 school year but that the teaching should be more flexible. Instead of being a ten-week program, the program will be continuous during the year. This will alleviate the problem of trying to get the materials to all schools during one day.

Following is a schedule for the 1972-73 school year:

FIRST TEN WEEKS	---	Tunnelton
SECOND TEN WEEKS	---	Bruceton and Rowlesburg
THIRD TEN WEEKS	---	Valley Sr., Newburg, and Fellowsville
FOURTH TEN WEEKS	---	Kingwood, Terra Alta, and Aurora

CHAPTER III

RESULTS OF THE PROJECT

To correlate the relationship of interest, aptitude, and ability, we randomly selected two high schools for comparison of test results. The pre- and post-test stipulates student knowledge level gained from the teaching while the comparison of tests represents realistic decisions based on measurement of interest, aptitude, and ability. Standard error of measurement is taken into consideration in GATB scores.

From the random selection of schools, we found that 47 of the 55 students (85%) made realistic vocational choices in relation to the teaching measures.

Because it was difficult to present data from all the schools, two schools were selected for the purpose of this report. These test results from the other schools in Preston County can be obtained by writing to Karen Zinn, Preston County Educational Center, Kingwood, West Virginia.

As stated earlier, the true results of this project cannot be realized until these students are faced with making a decision at the end of their sophomore year about which occupational cluster they will pursue at the Preston County Educational Center.

PRE- AND POST-TEST COMPARISONS

NEWBURG

Name	Pre-Test		Post-Test	
	Pt. I	Pt. II	Pt. I	Pt. II
	Number of Errors			
Barker, Jerry	8	4	5	3
Bolyard, Carl	5	2	5	3
Bolyard, Gary	7	4	4	0
Bolyard, Patricia	0	0	2	0
Bolyard, Teresa Ann	4	0	3	2
Brewer, Mary Ann	8	3	5	5
Brewer, Roy	-	-	2	2
Brewer, Sandy	2	2	3	0
Brewer, Sheila	2	2	3	0
Burgoyne, Danny	-	-	5	1
Burke, Julie	8	8	5	0
Carey, Candy	5	3	7	0
Chambers, John	4	2	3	2
Feathers, Charles	6	2	6	2
Fortney, Stanley	7	2	6	0
Goughenour, Michael	4	0	2	2
Hall, Betty	7	6	8	7
Hall, William	9	5	4	0
Hawkins, Karen	4	2	3	0
Hovatter, Roxanne	2	0	3	0
Jackson, Rosanna	2	6	5	1
Johnson, Frankie	7	0	7	0
Johnson, Jackie	0	1	-	-
King, Ed	5	1	3	0
Knotts, Barbara	5	3	5	0
Lang, Mike	9	5	9	2
Larew, Frances	2	3	5	3
Lyons, Brenda	6	0	0	0
Massie, Rita	6	2	4	2
Moran, Linda	5	2	2	0
Mouser, Kim	2	2	0	2
Nestor, Beverly	2	2	2	0
Nutter, Connie	4	2	5	0
Pratt, David	7	5	8	3
Pratt, Mike	7	2	6	2
Pyles, David	8	4	5	0
Shahan, Tracy	5	2	4	2
Sisler, Teena	8	3	9	4
Smith, Linda	2	2	0	0
Spangler, Randy	8	9	9	4
Turner, Joyce	6	0	4	1
Turner, Marsha	7	2	0	0
Watkins, Willa	7	6	-	-
Willis, Libby	4	3	3	0
Wolfe, Kevin	6	0	3	1

PRE- AND POST-TEST COMPARISONS

ROWLESBURG

Name	Pre-Test		Post-Test	
	Pt. 1	Pt. II	Pt. I	Pt. II
		Number of Errors		
Beatty, Jeff	6	2	6	0
Bever, Roberta	4	2	2	0
Bolyard, Dorothy	4	0	7	0
Burns, Virgil	4	0	6	2
Burrows, Rick	7	0	6	0
Davis, Larry	4	3	4	2
Davis, Tommy	-	-	7	9
Goff, Dennis	5	0	9	0
Gollabrough, Mike	7	2	2	2
Hebb, Vonda	5	2	2	0
Howdershelt, Gary	6	0	4	2
Lipscomb, Alice	4	0	6	0
Loughrie, Peggy	6	0	3	1
Moats, Darel	7	3	9	7
Moats, Robert J.	5	2	6	2
Moats, Vonda	6	3	4	0
Pegott, Carolyn	8	0	7	0
Poling, Debby	4	2	6	2
Pyles, Debbie	2	0	2	0
Pyles, Frank	5	2	2	0
Sanders, Cheryl	3	0	2	0
Sanders, Davis	8	5	4	0
Wolford, Janet	6	0	4	2
Parker, Russell	5	2	5	7

STATISTICS OF COMPARISON

APTITUDE, INTEREST, AND ABILITY

Student	Course Selection	GATB Aptitude Test	GATB Aptitude Stud.	Kuder Interest	EDS Total Ability	EDS Interest	Stanine for Subject
Beatty, Jeff	Agriculture	G79 K59 M66	92 82 85	Scientific	5	Voc. 8 Math 8 Sci. 8	---------- 6 ---------- 7
Bever, Roberta	Graphic Arts	N74 S91 M76	103 81 88	Computational Artistic	5	Music 9 English 9 For. L. 9 Math 9	---------- 4 ---------- 6
Bolyard, Dorothy	Agriculture	G79 K59 M66	84 84 82	Outdoor Mechanical	4	Math English	---------- 7 ---------- 5
Burns, Virgil	Agriculture Power Mechanics	G79 K59 M66	100 70 66	Mechanical Outdoor	7	Music Science	---------- ---------- 7
Burrows, Rick	Power Mechanics	N74 S91 M76	94 100 120	Artistic Mechanical Scientific	5	Art 9 Voc. 9	
*Davis, Larry	Agriculture	G79 K59 M66	81 136 96	Social Science Computational	5	Voc. 9 For. L 9 Sci. 8	---------- 4
*Davis, Tommy	Agriculture	G79 K59 M66	66 89 81	Computational Music	4	Voc. 7 Sci. 7	---------- 5
Goff, Dennis	Agriculture	G79 K59 M66	100 86 67	Scientific	7	Voc. 7 So. St. 6 Math 6	---------- 8 ---------- 8
*Gollabrough, Mike	Power Mechanics	N74 *S91 M76	89 91 85	Social Services Clerical Scientific	7	English 9 Music 8	---------- 3 ----------
Hebb, Vonda	Food Services	S82 P82 F77	104 106 87	Artistic Literary Mechanical	5	Music 9 Art 9 Science 9	---------- 4
Howdershelt, Gary	Agriculture	G79 K59 M66	89 89 96	Computational Outdoor	5	Voc. 9 Science So. St. English 9	---------- 6 ---------- 4

Student	Course Selection	GATB Aptitude Test	GATB Aptitude Stud.	Kuder Interest	ETS Total Ability	ETS Interest		Stanine for Subjec
		S82	94	Artistic		Art	9	
		P82	100	Mechanical		Music	9	
		F77	120	Scientific		For. L	9	
Lipscomb, Alice	Food Services				5	Voc.	9	
	Home Economics	P66	90	Social Services		Science	9	
	Sewing	F72	76	Persuasive		Voc.	8	
Loughrie, Peggy	Service Work	M71	63	Scientific	5	So. St.	8	6
		G79	85			Voc.	9	
		K59	78	Computational		Math	9	4
		M66	97	Mechanical		English	9	4
Moats, Darel	Agriculture				1	Music	9	
		S82	68					
		P82	73	Social Services				
Moats, Patricia	Food Services	F77	52	Computational				
		G79		Outdoor		Voc.	9	
		K59		Artistic		English	9	3
		M66		Social Services		For. L.	9	
Moats, Robert	Agriculture				5	So. St.	9	4
		S82	71	Outdoor				
		P82	96	Computational		Math		5
Moats, Vonda	Food Services	F77	87	Social Services	3	Science		3
		G83	65	Outdoor		Voc.	9	
		V76	78	Scientific		Science	9	5
Pegott, Carolyn	Nurse's Asst.	K73	62	Social Services	2	Music	9	
		S82	94	Outdoor		Voc.	9	
		P82	88	Artistic		Art	9	
Poling, Debby	Food Services	F77	77	Mechanical	5	Science	8	5
		S82	91	Social Services				
		P82	89	Outdoor				
Pyles, Debbie	Food Services	F77	85	Artistic	5	So. St.		6
		G79	105	Computational		All in-		
	Agriculture or	K59	107	Literary		terests	9	
Pyles, Frank	Power Mechanics	M66	69	Scientific	7	exc. Voc.	8	
		M74	101			Voc.	9	
		S91	137	Computational		Music	9	
		M76	83	Artistic		Science	9	6
Sanders, Cheryl	Graphic Arts				7	So. St.	9	7
		M74	81	Computational		Voc.	4	
		S91	114	Persuasive		So. St.	4	2
		M76	73	Artistic		Science	4	4
Sanders, Davis	Power Mechanics				6			

Student	Course Selection	GATB Aptitude		Kuder Interest	ETS Total Ability	ETS Interest		Stanine for Subject
		Test	Stud.					
		S82	no			Voc.	9	
		P82	scores	Artistic		Art	9	
Wolford, Janet	Food Services	F77		Scientific	6			

STATISTICS OF COMPARISON

APTITUDE, INTEREST, AND ABILITY

Student	Course Selection	GATB Aptitude Test	GATB Aptitude Student	Kuder Interest	EDS Total Ability	EDS Interest		Stanine for Subject
		G74	78					
		S91	78	Computational		Math	8	------- 6
Bolyard, Carl	Power Mechanics	M76	70	Social Services	3	Art	8	
		S82	101					
		P82	83	Outdoor		So. St.	9	------- 6
Bolyard, Patricia	Food Services	F77	120	Social Services	5	Voc.	8	
		S82	117	Computational				
		P82	96	Artistic				
Bolyard, Teresa	Food Services	F77	91	Clerical				
		P66	106			Music	7	
		F72	106	Computational		Voc.	7	
Brewer, Sandy	Home Economics	M71	72	Literary	4	Science	7	------- 4
		P66	108	Computational		So. St.	9	------- 6
		F72	99	Scientific		Music	9	
Brewer, Sheila	Home Economics	M71	80	Musical	4	Voc.	8	
		*P66	100					
		F72	48	Persuasion				
*Burke, Julia	Home Economics	M71	51	Computational	2	Voc.	9	
		S82	71	Computational		Voc.	9	
		P82	72	Artistic		Music	9	
Carey, Candice	Food Services	F77	96	Literary	2	Art	9	
		G79	97	Computational		Math		------- 7
		K59	101	Outdoor		So. St.		------- 7
Chambers, John	Agriculture	M66	72	Scientific	6	Science		------- 5
		G79	88					
		K59	55					
Feathers, Charles	Agriculture	M66	61	Outdoor	6	So. St.	9	------- 5
		G79	64					
		K59	95	Social Services		Voc.		
Fortney, Stanley	Agriculture	M66	52	Outdoor	2	So. St.		------- 4

Student	Course Selection	GATB Aptitude Test	GATB Aptitude Student	Kuder Interest	EDS Total Ability	EDS Interest	Stanine for Subject
		G79	94	Computational			
		K59	62	Outdoor		Math	------- 7
Goughenour, Mike	Agriculture	M66	64	Musical	8	So. St.	------- 7
		*G74	67			Voc. 9	
		S91	74			Music 9	
*Hall, William	Power Mechanics	M76	52	Mechanical	2	So. St. 9	------- 4
		G83	81	Artistic			
		V76	84	Musical		Math 9	
Hawkins, Karen	Nurse's Assistant	K73	107	Computational	5	Science 9	------- 5
		P66	115			Voc.	
		F72	121	Outdoor		Music	
Hovatter, Mary	Home Economics	M71	59	Artistic	7	Math	------- 5
		S82	78			Voc. 9	
		P82	104	*Computational		Music 9	
*Jackson, Rosanna	Food Services	F77	102	Musical	3	Art 9	
		G79	86			Science 9	
		K59	43	Mechanical		So. St. 9	------- 5
King, Edward	Agriculture	F66	56	Outdoor	4	Music 9	
		G79	75				
		K59	80	Mechanical			
Larew, Frances	Agriculture	F66	67	Outdoor			
		G82	79			Music 9	
		P82	108	Social Services		Math 9	
Lyons, Brenda	Food Services	F77	87	Computational	4	English 9	------- 4
		N74	71				
		S91	97	Persuasion		Music 9	
Massie, Rita	Graphic Arts	M76	45	Artistic	2	Art 8	
		S82	94			Voc. 9	
		P82	110			English 9	------- 7
Moran, Linda	Food Services	F77	69	Artistic	5	Math 9	------- 7
		P66	102	Artistic		Voc. 9	
		F72	99	Outdoor		English 9	------- 7
Mouser, Kimber	Home Economics	M71	52	Computational	6	Math 9	------- 7

Student	Course Selection	GATB Aptitude Test	GATB Aptitude Student	Kuder Interest	EDS Total Ability	EDS Interest		Stanine for Subject
		S82	84			Music	9	
		P82	83	Social Services		Voc.	9	
Nestor, Beverly	Food Services	F77	69	Outdoor	5	Art	8	
		G97	84					
		K59	49					
Pratt, David	Agriculture	F66	101	Outdoor	4	Music	9	
		G97	83			Voc.	9	
		K59	53	Persuasion		Art	9	
Pyles, Dave	Agriculture	F66	59	Artistic	2	So. St.	9	-------- 3
		N74				Art	9	
		S91	no	Scientific		Music	9	
Shahan, Tracy	Graphic Arts	M76	score	Artistic	3	English	9	-------- 3
		P66	115			Music	9	
		F72	85	Persuasion		Math	9	-------- 3
Sisler, Teena	Home Economics	M71	72	Clerical	4	English	9	-------- 3
		S82	91	*Musical				
		P82	83	Computational				
*Smith, Linda	Food Services	F77	88	Scientific	6	Music	9	
		S82	94					
		P82	81	Computational		Music	9	
Turner, Joyce	Food Services	F77	98	Artistic	2	Voc.	8	
		S82	97					
		P82	93	Social Services				
Turner, Marsha	Food Services	F77	83	Computational	4	Math	7	-------- 5
		*P66	117			Voc.	9	
		F72	68	Clerical		Science	9	-------- 4
*Willis, Libby	Home Economics	M71	50	Computational	3	Music	9	
		G97	79					
		K59	87			Voc.	9	
Wolfe, Kevin	Agriculture	F66	101	Outdoor	5	Music	9	

CHAPTER IV

CONCLUSIONS

Every ninth grader was briefly exposed to the 12 clusters which are offered at the Preston County Educational Center, and every ninth grader had an opportunity to visit the Fayette County Vocational-Technical High School. Every ninth grader in Preston County was made aware of their abilities, aptitudes, and interests.

Every student selected four areas for further study and simulation during the tenth grade year.

Interest was relatively high during the ten-week period, and this was evidenced by the many questions which were asked of the speakers.

The students were motivated to seek the guidance counselor for further study of occupations. Many of these students would never have taken the step toward the guidance office before. Students in every school went to the office of the guidance counselor to get information without being told to do so. The tenth graders felt neglected because they did not get the intensive orientation program and did not receive the abundance of information.

A majority of the students seemed to be excited at the prospect of attending the Preston County Educational Center in the future. The tenth-grade students were envious because they did not get to learn about the units. The teachers in the schools were made aware of what is happening in the "world of work", and the guidance counselors had to spend some time with the ninth-grade students, something that had not been done before unless a special need arose. One counselor made the remark that she knew all of the ninth-grade students now, and they were coming in to her office to get information or to talk. Before this, they felt that the guidance office was a place just for juniors and seniors.

CHAPTER V

RECOMMENDATIONS

There should be a follow up with in-depth study of the four areas the student selected. These should be a close study of the student's aptitude scores. The student should be followed through and this should be continuous through the four years.

It is recommended that a program of career exploration be instituted in the curriculum at an earlier grade so that the students will have more time for exploration and simulation.

According to the counselors in Preston County, students have become more aware of career choices than they have ever been in the past. The students are now able to discuss, with a lot more knowledge, the various clusters taught at the center. Therefore, it is recommended that a program such as the Preston County project be instituted in all schools because students need to be made aware of career choices consistent with interests, aptitudes, and abilities.

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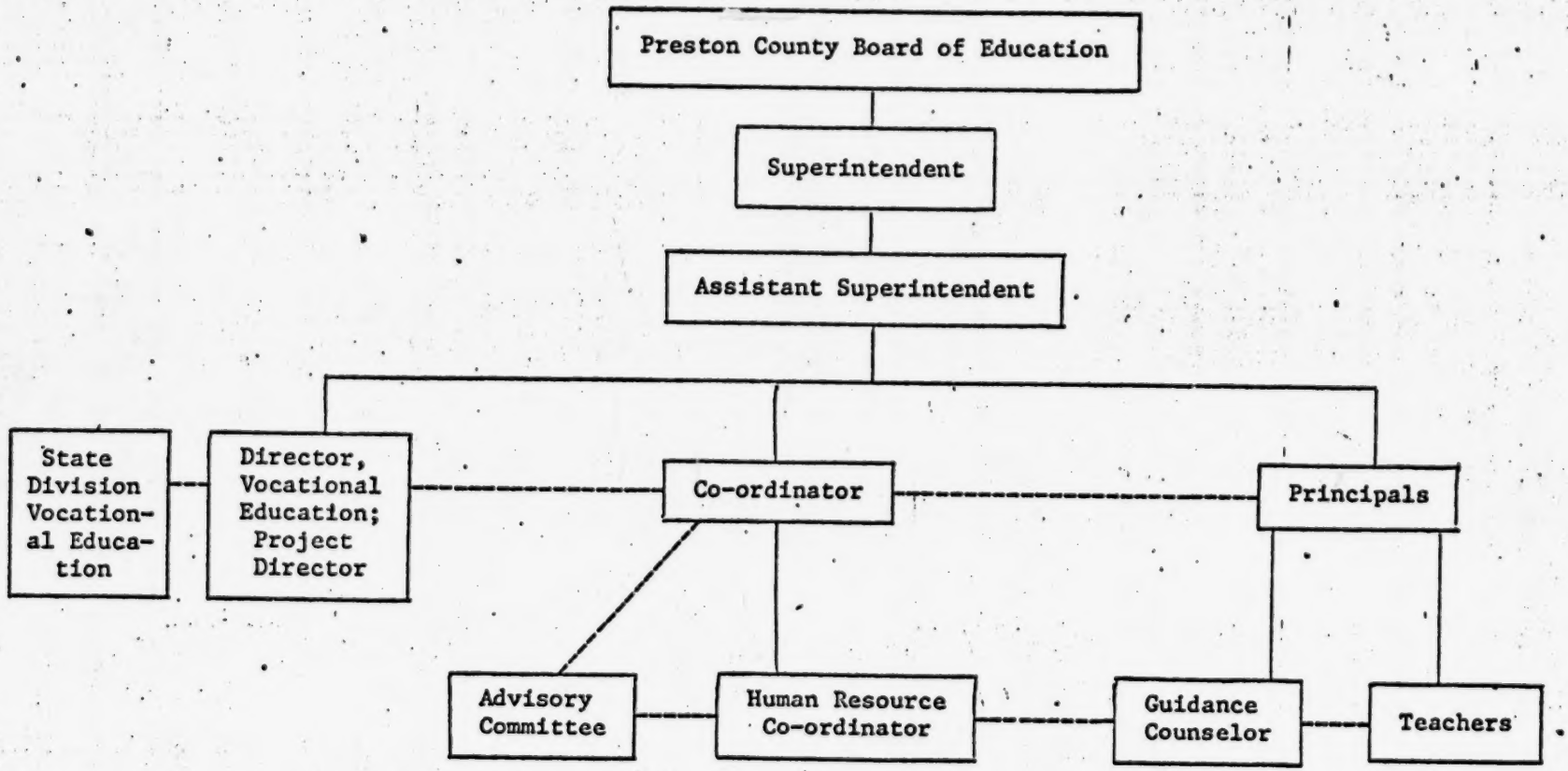
APPENDIX A: Program Design
Time Schedule
Advisory Committee
Map of Preston County
Ninth Grade Enrollment

ADMINISTRATION



Time Schedule

FIRST YEAR

1.	May, 1971	Introduction of Program; Selection of Advisory Committee; Writing of Curriculum Units
2.	July, 1971	Order Material and Hire Personnel
3.	August, 1971	In-Service for Teachers, Counselors, and Human Resources Coordinator
4.	August, 1971	Begin Program for Tenth, Eleventh, and Twelfth Grades
5.	October, November, December, 1971	Pre-Testing
6.	January, 1972	Begin Teaching of Curriculum Units at Ninth Grade Level
7.	June, 1972	Post-Evaluation and Completion of of First Year Program
8.	June, 1972	Preparation of Material for Dissemination in Form of Report

*Because the project was funded late, the program was not begun until August; consequently, the units were not written until October. The pre-testing was completed as scheduled, and the teaching was started in January.

ADVISORY COMMITTEE

FOR

PRESTON COUNTY EXEMPLARY PROJECT

Mr. Donald Brewer, Albright National Bank, Kingwood, West Virginia

Mrs. Robert Johnson, Parent, Tunnelton, West Virginia

Mrs. Robert Hartsell, Parent, Arthurdale, West Virginia

Mrs. Josephine Shumaker, Employment Security Manager, Kingwood, West Virginia

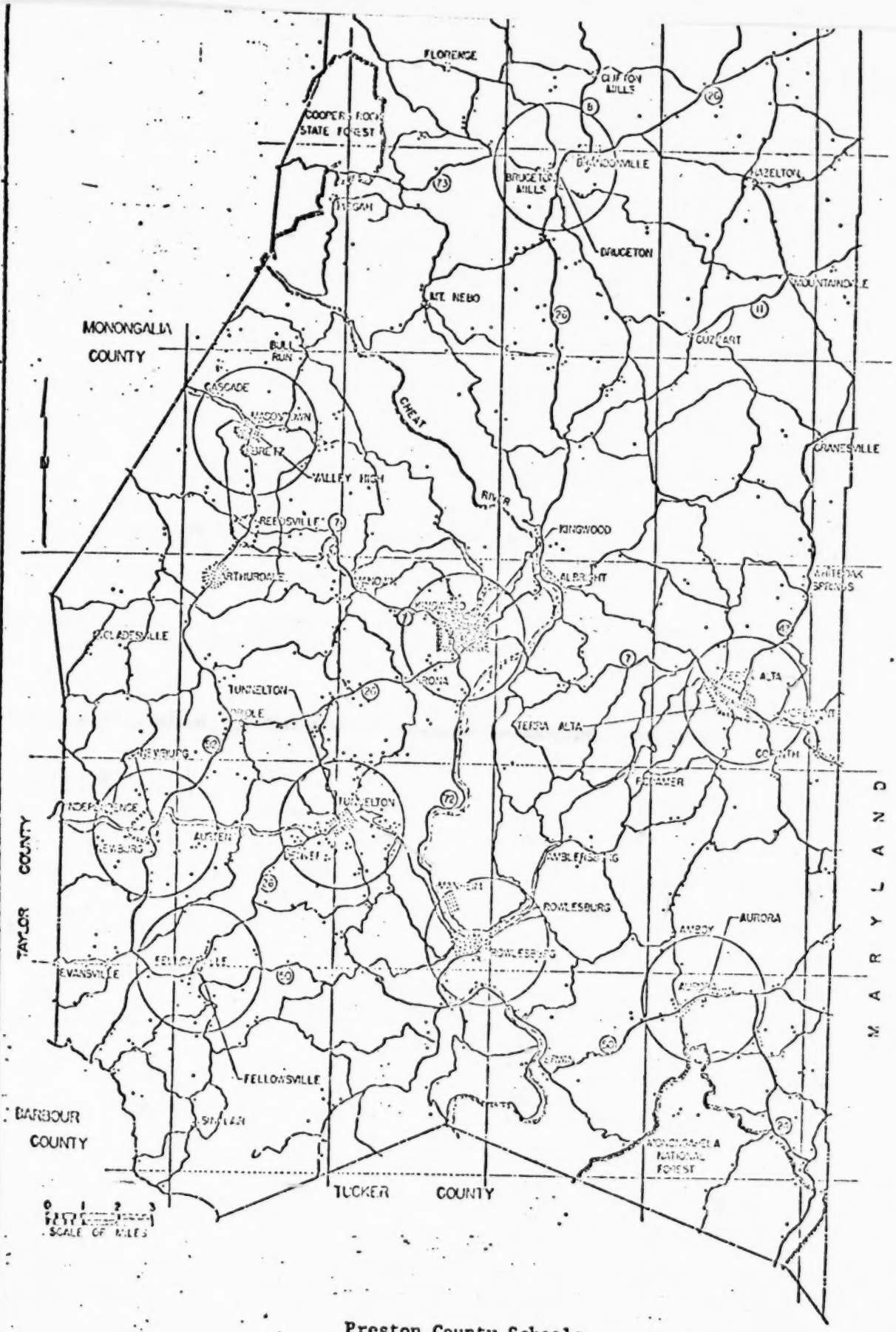
Mr. Clifford Thomas, Sheidow Bronze Corporation, Kingwood, West Virginia

Mr. Martin Taylor, Student, Preston County Educational Center, Kingwood, West Virginia

Mr. James Auvil, Post-Secondary Student, Preston County Educational Center, Kingwood, West Virginia

Miss Marlene Frantz, Ninth Grader, Terra Alta, West Virginia

Mr. Gary Schoonover, Kesco Supply, Rowlesburg, West Virginia


FLORENCE
CLIFTON MILLS
COOPER ROCK STATE FOREST
BRUCETON MILLS
BRUCETON
MT. NEBO
MONONGALIA COUNTY
BULL RUN
CASCADE
CHEAT RIVER
VALLEY HIGH
REEDSVILLE
KINGWOOD
ALBRIGHT
CRANESVILLE
PIEDMONT
ROWLESBURG
AURORA
TUNNELTON
TERRA ALTA
EVANSVILLE
FELLOWSVILLE
TAYLOR COUNTY
BARBOUR COUNTY
TUCKER COUNTY
MONONGAHELA NATIONAL FOREST
MARYLAND
SCALE OF MILES

PRESTON COUNTY SCHOOLS

NINTH GRADE ENROLLMENT

Name	Location	Number of Students
Aurora High School	Aurora, West Virginia	32
Bruceton High School	Bruceton Mills, West Va.	46
Fellowsville Jr. High School	Newburg, West Virginia	18
Kingwood High School	Kingwood, West Virginia	130
Newburg High School	Newburg, West Virginia	46
Rowlesburg High School	Rowlesburg, West Virginia	32
Terra Alta High School	Terra Alta, West Virginia	64
Tunnelton High School	Tunnelton, West Virginia	57
Valley Sr. High School	Masontown, West Virginia	118
	TOTAL	543

APPENDIX B: Curriculum Writing Participants
Resource Speakers
Outline for Unit
Ten-Week Schedule
Class Schedule
Information about Field Trip

CURRICULUM WRITING SCHEDULE

Monday, August 30 - 1 hour

General Orientation for All Participants

* * *

Tuesday, August 31; Thursday, September 2; Wednesday, September 8
4:00 - 6:00 each day

NURSING

Consultant - Grace Brailer, Nurse's Assistant Instructor
Counselor - Jackie Giuliani, Kingwood
SS Teacher - Mary C. John, Kingwood

HOME ECONOMICS

Consultants - Hortence Taylor, Home Economics Instructor, Newburg
Jane Murphy, Home Economics Instructor, Bruceton
Counselor - Anna Hogbin, Newburg
SS Teacher - Pamela Rosenburger, Rowlesburg

BUSINESS AND OFFICE

Consultant - Virginia Fairfax, Business & Office Instructor, Kingwood
Counselor - Mary Lee Zinn, Valley Sr.
SS Teacher - Blair Montgomery, Kingwood

* * *

Tuesday, September 14; Thursday, September 16; Monday, September 20
4:00 - 6:00 each day

FOOD SERVICE

Consultant - Ocelia Jones, Home Economics Instructor, Terra Alta
Counselor - Fern Jamison, Aurora
SS Teacher - Bette Garrett, Bruceton

CURRICULUM WRITING SCHEDULE

DISTRIBUTIVE EDUCATION

Consultant - Mary Dawson, Home Economics Instructor, Tunnelton
Counselor -- Rita Decker, Aurora
SS Teacher - Jean Fortney, Tunnelton

BUILDING MAINTENANCE AND BUILDING CONSTRUCTION

Consultant - John Fitzwater, Building Construction Instructor
Counselor - Marilyn Snyder
SS Teacher - Gary Livengood

* * *

Monday, September 27; Monday, October 4; Thursday, October 7
4:00 - 5:00 each day

POWER MECHANICS

Consultant - Thurman Nair, Power Mechanics Instructor
Counselor - David Friend, Rowlesburg
SS Teacher - Bill Ratzer

AGRICULTURAL MECHANICS AND PRODUCTION AGRICULTURE

Consultants - Wade Harsh, Agricultural Mechanics Instructor
Richard Class, Production Agriculture Instructor
Counselor - George Lipscomb, County Office
SS Teacher - Jerry Bowermaster, Valley Sr.

ELECTRO-MECHANICAL TECHNOLOGY

Consultant - Kyle McGraw, State Department
Counselor - Gary Gallucci
SS Teacher - Delbert Wotring

GRAPHIC ARTS

Consultant - Kyle McGraw, State Department
Counselor - Beulah Dotson
SS Teacher - Edward Knotts

RESOURCE SPEAKERS

for

Vocational Curriculum Units

Graphic Arts

Mr. John Quigley, The Dominion News, Morgantown
Mrs. Delbert Benson, The Preston County Journal, Kingwood
Mr. Richard Hopkins, The Preston County News, Terra Alta

Power Mechanics

Mr. Mack Moore, Preston Motors, Kingwood
Mr. Jim Walker, Walker Motor Company, Kingwood
Mr. Oscar Groves, Terra Alta

Business and Office

Mrs. Frank Britton, Kingwood
Mr. Donnie Keener, Tunnelton
Mr. Ronnie Hawley, Masontown
Miss Mary Ellen Chil[illegible], Kingwood
Mr. Melvin Jackson, Kingwood
Miss Barbara Metheny, Kingwood
Mrs. Joyce (Cozad) Contic, Kingwood
Miss Marsha Chandler, Masontown

Agriculture

Mr. Leroy Stevens, WVU Experimental Farms, Arthurdale
Dr. Warren Kelley, West Virginia University, Morgantown
Dr. O. C. McGhee, West Virginia University, Morgantown
Mr. Leo Pennington, Kingwood
Mr. Wade Harsh, Preston County Educational Center

Nurse's Assistant

Students from the Nurse's Assistant Program, PCEC

GENERAL OBJECTIVE FOR UNIT:

At the completion of the curriculum unit, the student will:

INSTRUCTIONAL OBJECTIVE:

Resource	Activity

WEEK	TUNNELTON	FELICNSVILLE JR.	BRUCETON	TERRA ALTA	KINGWOOD	VALLEY SR.	AURORA	NEWBURG	ROWLESBURG
1 Jan. 24	Distributive Ed.	Graphic Arts	Food Service	B. Const. B. Maint.	Nurse's Assist.	Agriculture	Business and Office	Power Mechanics	Home Ec.
2 Jan. 31	G. Arts	Food Ser.	B. Const. B. Maint.	Nurse's Assist.	Agriculture	Bus. & Off.	Power Mechanics	Home Ec.	D. E.
3 Feb. 7	Food Ser.	B. Maint. B. Const.	Nurse's Assist.	Agriculture	Bus. & Off.	Power Mech.	Home Ec.	D. E.	G. Arts
4 Feb. 14	B. Const. B. Maint.	Nurse's Assist.	Agriculture	Bus. & Off.	Power Mech.	Home Ec.	D. E.	G. Arts	Food Ser.
5 Feb. 21	Nurse's Assist.	Agriculture	Bus. & Off.	Power Mech.	Home Ec.	D. E.	G. Arts	Food Ser.	B. Const. B. Maint.
6 Feb. 28	Agriculture	Bus. & Off.	Power Mech.	Home Ec.	D. E.	G. Arts	Food Ser.	B. Const. B. Maint.	Nurse's Assist.
7 Mar. 6	Bus. & Off.	Power Mech.	Home Ec.	D. E.	G. Arts	Food Ser.	B. Const. B. Maint.	Nurse's Assist.	Agriculture
8 Mar. 13	Power Mech.	Home Ec.	D. E.	G. Arts	Food Ser.	B. Const. B. Maint.	Nurse's Assist.	Agriculture	Bus. & Off.
9 Mar. 20	Home Ec.	D. E.	G. Arts.	Food Ser.	B. Const. B. Maint.	Nurse's Assist.	Agriculture	Bus. & Off.	Power Mech.

SCHEDULE OF HIGH SCHOOLS,
TEACHERS & CLASSES

Aurora High School

9:35 - 10:30 a.m. -- Mr. Wotring, teacher

Kingwood High School

	Teacher
8:50 - 9:45 a.m.	Mr. Montgomery
9:50 - 10:45 a.m.	Mrs. John
10:50 - 11:45 a.m.	Mr. Montgomery
12:35 - 1:30 p.m.	Mrs. John
2:35 - 3:30 p.m.	Mrs. John

Terra Alta High School

9:35 - 10:30 a.m. -- Mr. Livengood, teacher
10:35 - 11:30 a.m. -- Mr. Livengood, teacher

Bruceton High School

8:45 a.m. - 9:40 a.m. -- Mrs. Garrett, teacher
10:45 a.m. - 11:40 a.m. -- Mrs. Garrett, teacher

Fellowsville Jr. High School

1:24 - 2:27 p.m. -- Mr. Knotts, teacher

Tunnelton High School

9:50 - 10:45 a.m. -- Mrs. Fortney and Mr. Williams, teachers
12:20 - 1:15 p.m. -- Mrs. Fortney, teacher

Rowlesburg High School

8:40 - 9:35 a.m. -- Miss Rosenburger, teacher

Valley Sr. High School

10:40 a.m. -- Mr. Bowermaster, teacher
12:25 p.m. -- Mr. Bowermaster and Mr. Jackson, teachers
1:20 p.m. -- Mr. Jackson, teacher

FIELD TRIP

You are about to go on a field trip to Fayette County Vocational Technical School. This school is located near Uniontown, Pennsylvania.

You know we are going to have a vocational-technical center too. Ours will be called the Preston County Educational Center and will be ready for use by the beginning of the 1972-73 school term.

We have looked at several of these types of schools and have incorporated the best ideas into our own new school for you.

We are taking you to Fayette County because you can see some of these new ideas in progress.

The bus will leave your high school in the morning and during this day you are going to see a new world, the world of students. These students are really preparing for a job and a way of life, not just going to school.

We would like you to look at this school from several different angles. . .

What did you notice about the students?

What about the teachers?

Equipment?

Different subjects?

Building and grounds?

APPENDIX C: Evaluation Instruments
Advisory Committee Evaluation
Unit Evaluation
Pre-and Post-Test

ADVISORY COMMITTEE

Were you able to visit the classrooms while the units were being taught? yes, I was a student!

What were your feelings about the teacher and student reactions to the situation? Our teacher was really good even when we had a unit that he didn't know about, he'd go along and learn with us. The students were mostly pretty interested, but there were some who just took it all as a big joke; or didn't care.

Do you feel that learning was taking place?

very definately!

In what way?

We all learned what these paticular courses ~~~~ really are. We learned what was really required for a certain job. And what it's all about.

What unit or units did you observe?

all 9: Power Mechanics, Graphic Arts, Food Service, Home Economics, Building Construction and Maintenance, Nurse's Assit, Business Office, Distributive Ed., and Production Agriculture and Agricultural Mechanics.

Please list any suggestions you have for improving the curriculum units.

Not so many "Hand-Out-Sheets". And more student involvements projects. And more "Proffesional-Speakers".

Name Marlene J. Frantz

Occupation Student

EVALUATION OF UNIT

Name of Unit _____

1. Were the resources adequate to give the student a good understanding of the field?

   If not: (a) Did you need a different kind of resource?

   (b) Did you need more resources?

2. Were the activities an aid to learning?

   If not: (a) What activities should be omitted?

   (b) Can you suggest alternative activities?

3. Is the sequence logical?

4. Please give other suggestions you have for improving or revising the unit.

Signed _____

NAME _____ SCHOOL _____

PRE- AND POST TEST
(Please circle the correct test - pre or post)

Vocational Orientation Units

I. Match the area in Part I to the basic requirements listed in Part II.

Part I

1. Production Agriculture and Agriculture Mechanics
2. Power Mechanics
3. Graphic Arts
4. Food Service
5. Home Economics
6. Building Construction and Building Maintenance
7. Nurse's Assistant
8. Business and Office
9. Distributive Education

Part II

Eye and hand coordination
Good eyesight
___ Color and form perception
Able to get along with fellow workers

Finger Dexterity
Good personality
Methodical and precise
___ Ability to follow directions
Knowledge of general math
Eye and hand coordination

Basic love and understanding of children
Creativeness
___ Manual dexterity
Strong physically--able to stand on feet
Neatness and cleanliness

Accuracy
Neatness
Observing ability
___ Ability to make adjustments
Good personal appearance
Compassion for people
Tolerance to suffering

Like outdoor work
Self responsibility and independence
Business operation capabilities
___ Training and farm experience
Need capital
Strong and able

Manual and physical dexterity
Good safety habits
___ Ability to read and follow directions
Be able to meet the public
Mechanical aptitude

Creativity
Be able to get along with people
___ Selling ability
Awareness of modern trend
Economics--Law of supply and demand
Be able to communicate

Safety awareness
Manual and finger dexterity
___ Be able to read and follow directions
Be able to read blueprints
Spatial Aptitude
Accuracy in measurement

Be able to handle money
Cleanliness
Be able to obtain food handlers card
___ Be able to stand on feet for long period of time
Be able to read and follow directions
Accuracy in measurement
Be able to meet the public

II. Job Identification. Match the area in Part I to the occupation related to that area in Part II.

Part I

1. Production Agriculture and Agriculture Mechanics
2. Power Mechanics
3. Graphic Arts
4. Food Service
5. Home Economics
6. Building Construction and Building Maintenance
7. Nurse's Assistant
8. Business and Office
9. Distributive Education

Part II

Interior Decorating
Salesman
Stock Clerk
Cashier
___ Bellman
Employment Interviewer
Account Collector
Shipping Clerk

Dairy Farmer
Crop Specialty Farmer
Livestock Farmer
Foresters
Poultry Farmers
Park Management
___ Ranger
Forestry Management
Farm Woods Management
Wildlife Management
Landscape Design
Greens Keeper

Industrial Designer
Instrument Maker
Commerical and Industrial Photographer
___ Cartographers
Medical Illustrators
Press Photographers
Film Editors

Mechanic
Specialty Mechanics
Auto Body Repair
___ Service Station Agent
Parts Manager
Diesel Maintenance
Mining Maintenance

Slip Cover Specialist
Child Care Center Aide
Teacher
Dry Cleaning Specialist
___ Seamstress
Tailor
Upholster
Home Demonstruction Agent

___ Nurse's Aide

Filing Clerk
Typist
Bookkeeper
___ Stenographer
Receptionist
Legal Secretary

Chef
Waitress
Salad Maker
___ Short Order Cook
Restaurant Hostess
Cashier

Plasterer
Painter
Brick and Block Layer
___ Electrician
Cement Mixer
Pipe Fitter
Plumber

III. Check the 4 areas in which you are most interested.

_____ 1. Production Agriculture and Agriculture Mechanics

_____ 2. Power Mechanics

_____ 3. Graphic Arts

_____ 4. Food Service

_____ 5. Home Economics

_____ 6. Building Construction and Building Maintenance

_____ 7. Nurse's Assistant

_____ 8. Business and Office

_____ 9. Distributive Education

Now, please check below the statements that would tell why you selected the above areas.

_____ 1. Because my friends are interested

_____ 2. Someone I know works in this area

_____ 3. Fits my capabilities

_____ 4. Jobs will be available in this area

_____ 5. I think I could succeed in this area

_____ 6. Jobs sound exciting

_____ 7. Good salary

_____ 8. Personal satisfaction in this job

_____ 9. I would enjoy this type of work

_____ 10. Opportunity for advancement

_____ 11. I don't know

APPENDIX D: INTEREST AREA SELECTION

AURORA

Nurse's Assistant..... 9
Food Services.....10
Prod. Agric. and Agric. Mech.....11
Bldg. Const. and Bldg. Main..... 8
Home Economics.....13
Business and Office.....16
Power Mechanics..... 8
Graphic Arts.....16
Distributive Education..... 7

BRUCETON

Nurse's Assistant.....14
Food Services.....16
Prod. Agric. and Agric. Mech.....25
Bldg. Const. and Bldg. Main.....25
Home Economics.....19
Business and Office.....25
Power Mechanics.....24
Graphic Arts.....26
Distributive Education.....:16

FELLOWSVILLE

Nurse's Assistant..... 6
Food Services..... 7
Prod. Agric. and Agric. Mech..... 8
Bldg. Const. and Bldg. Main.....11
Home Economics..... 6
Business and Office..... 7
Power Mechanics.....10
Graphic Arts..... 3
Distributive Education..... 1

KINGWOOD

Nurse's Assistant.....15
Food Services.....24
Prod. Agric. and Agric. Mech.....33
Bldg. Const. and Bldg. Main.....31
Home Economics.....16
Business and Office.....38
Power Mecahnics.....33
Graphic Arts.....26
Distributive Education.....11

NEWBURG

Nurse's Assistant.....16
Food Services.....14
Prod. Agric. and Agric. Mech.....19
Bldg. Const. and Bldg. Main.....13
Home Economics.....15
Business and Office.....24
Power Mechanics.....13

NEWBURG (Cont.)

Graphic Arts..... 7
Distributive Education..... 8

ROWLESBURG

Nurse's Assistant.....10
Food Services.....12
Prod. Agric. and Agric. Mech.....12
Bldg. Const. and Bldg. Main..... 7
Home Economics..... 9
Business and Office.....13
Power Mechanics.....11
Graphic Arts..... 5
Distributive Education..... 2

TERRA ALTA

Nurse's Assistant.....18
Food Services.....24
Prod. Agric. and Agric. Mech.....21
Bldg. Const. and Bldg. Main.....17
Home Economics.....16
Business and Office.....23
Power Mechanics.....22
Graphic Arts.....14
Distributive Education.....15

TUNNELTON

Nurse's Assistant.....22
Food Services.....31
Prod. Agric. and Agric. Mech.....36
Bldg. Const. and Bldg. Main.....36
Home Economics.....27
Business and Office.....35
Power Mechanics.....35
Graphic Arts.....12
Distributive Education.....18

VALLEY

Nurse's Assistant.....47
Food Services.....49
Prod. Agric. and Agric. Mech.....36
Bldg. Const. and Bldg. Main.....46
Home Economics.....35
Business and Office.....61
Power Mechanics.....44
Graphic Arts.....40
Distributive Education.....22

APPENDIX E: Sample Curriculum Unit

54/57

Distributive Education

GENERAL OBJECTIVE FOR UNIT:

At the completion of the curriculum unit, the student will have demonstrated his knowledge of distributive education by participating in the activities and achieving each day's instructional objective.

Unit Prepared By--
Jean Fortney
Mary Dawson
Rita Decker

DISTRIBUTIVE EDUCATION UNIT

Daily Plan

I. Overview - Scope of Field

A. Transparencies

1. Student Involvement Sheet

2. Discussion

B. Slide Presentation

1. Taped Narration

2. Involvement Sheet

3. Discussion

II. Distributive Education Film

A. Involvement Sheet

B. Discussion

III. Student Packet

A. Individual Reading and Involvements

B. Activity Sheet - Groups Choose Activities

IV. Small Group Work

A. Preparation of Group Presentation

B. Group Presentations

V. Group Presentations

Evaluation

GENERAL OBJECTIVE FOR UNIT:

At the completion of the curriculum unit, the student will have demonstrated his knowledge of Distributive Education by participating in the activities and achieving each day's instructional objective.

INSTRUCTIONAL OBJECTIVE:

The student will demonstrate his understanding of Distributive Education by naming five specific career opportunities in the field.

Resource	Activity
Transparencies explaining the scope of Distributive Education.	Discussion of questions on student involvement sheet.
Slides and accompanying tape of Distributive Education program.	Discussion of questions on student involvement sheet.

ACTIVE INVOLVEMENT SHEET FOR TRANSPARENCIES

No. 1.

1. Think of a product that is important in your life (e.g. an automobile). Explain production and consumption as they apply to this product.
2. What important step must come between production and consumption?
3. Who are some of the people involved in this step?
4. Think of other examples - e.g. clothing, records, radios. Explain production, distribution, and consumption as they apply to these products.
5. Is distribution an important economic activity?

No. 2.

1. Think of examples of people engaged in each area.
2. With which area do you come into contact most often?

No. 3.

1. Have you come into contact with people in any of these occupations?
2. What others do you know about?
3. What do you know about the work of each?

No. 4.

1. Have you come into contact with people in any of these occupations?
2. What others do you know about?
3. What do you know about the work of each?

No. 5.

1. Have you come into contact with people in any of these occupations?
2. What others do you know about?
3. What do you know about the work of each?

No. 6.

1. What do you think would be included in each of these areas?

No. 7.

1. Can you think of examples of jobs in these different areas?
2. Which areas do you consider especially important to the consumer?

No. 8.

1. What special techniques can you think of that salesmen of various products would have to master? (e.g. shoe salesmen, appliance salesmen).

No. 9.

1. Business social skills focus on personal attributes which help an employee get a job and then succeed in it. Good grooming is one of these. Think of others.
2. Ethics involves "what is right and what is wrong." Why is this important to (a) the businessman? (b) the consumer?
3. Human relations involves getting along with others. What skills does an employee have to possess to do this?
4. What traits does a good supervisor possess?

No. 10.

1. What are the basic skills of communication?
2. Give examples illustrating the importance of these skills.

No. 10. (con't)

3. Give examples illustrating the importance of mathematical skills in distributive occupations.

No. 11.

1. Think of a product and trace it from the producer to the consumer. What jobs are involved?

No. 12.

1. When possible, students in Distributive Education spend part of their time as employees in local businesses. Do you see any advantage in this type of program? Any disadvantages?

No. 13.

1. Which of the benefits listed seem important to you?

No. 14.

1. Give a reason for each requirement. (Why do you think each was listed as a requirement?

2. Are there any requirements that you think should not have been included?

SLIDE PRESENTATION

1. Did you find the slide presentation informative?

   In what way?

2. Do you feel this is an area in which you might like to be working?

3. What area did you like best?

   Why?

4. Would you like this area as a profession?

5. Had you thought you might like to consider this area as a profession before you saw the slide presentation?

6. Do you think you could make a living for your family in this area?

7. What do you think the employment expectation in this field might be in the next few years?

8. Have you seen any of these areas of distributive education at work? Not just locally.

9. Would you like to visit this school for a first-hand look at this department? Or, have you visited this school?

10. What part does distributive education play in your life now?

SECOND DAY

GENERAL OBJECTIVE FOR UNIT:

At the completion of the curriculum unit, the student will have demonstrated his knowledge of Distributive Education by participating in the activities and achieving each day's instructional objective.

INSTRUCTIONAL OBJECTIVE:

The student will demonstrate his knowledge of Distributive Education by answering the questions on the student involvement sheet.

Resource	Activity
Film - Distributive Education or Filmstrips which are included in the kit: "Selling as a Career" and "The Economics of Selling"	Completion of questions on involvement sheet. Discussion.

D. E. FILM

A. Read through the active involvement sheet with the student so they will know what they are to look for in the film or filmstrips.

B. Introduce the film or filmstrips and by whom each was made and explain that there might be biases in the film and they are to be aware of this slanted viewpoint.

C. After the film, discuss the questions and let the students express themselves as to the profession of retailing.

D. E. FILM

1. Did the film explain to you what retailing as a business and as a profession could be to you?

2. Did you find the film as attractive as it was informative?
How?

3. Do you feel you would like to be working in some area of retailing?

4. What part did you find most informative?

   Why?

5. What part did you find most attractive about retailing as a profession?

6. Did the film hold your interest? How?

7. Had you thought you might like to consider retailing as a profession before you saw the film?

8. Do you think the earnings in retailing justify the hard work and long hours generally required in the training program in retailing?

9. How do you think the employment expectation in the field might be in the next few years? (Not necessarily in this geographical location).

10. What part does retailing play in your life now?

THIRD DAY

GENERAL OBJECTIVE FOR UNIT:

At the completion of the curriculum unit, the student will have demonstrated his knowledge of Distributive Education by participating in the activities and achieving each day's instructional objective.

INSTRUCTIONAL OBJECTIVE:

The student will acquire in-depth information by completing his individual work.

Resource	Activity
Handouts: * Articles on Distributive Education. Activity sheets.	Reading articles. Completing individual work on handouts. Forming small groups and deciding on activities.

*These articles were taken from the Encyclopedia of Careers and Vocational Guidance, J. G. Ferguson Publishing Company, 1967, Volumes I and II.

BELLMEN AND BELL CAPTAINS

Bellmen, sometimes called bellboys or bellhops, carry baggage and perform a variety of personal services for hotel guests. Bell captains are employed to supervise bellmen.

In early American days, colonial inns were located along the stage coach routes. These inns provided a night's lodging but few comforts or conveniences beyond a bed and plain food. The innkeeper saw to most of the inn's business; however, a person was employed to "watch through the night" in some of the inns. Sometimes this person kept a bell to ring in case of alarm.

In 1829, Boston opened its famous Tremont House, with a new convenience for travelers--locks on hotel doors with separate keys to open them. In 1836, the Astor House of New York opened and loudly proclaimed its novel convenience--hot running water on the first floor.

In 1877, a new hotel opened its doors, ushering in a new standard that was soon to be followed by almost all the first-class hotels in the country. Bellmen and doormen dressed in uniforms. Their jobs now were to answer bells for service to the guests.

In 1865, about 20,000 bellmen and bell captains, dressed in well-tailored uniforms, were employed operating America's 65,000 hotels and motels.

DID YOU LEARN:

How a bellman got his name and job?

How a bellman's job evolved?

Bellmen and bell captains are employees in the service department of hotels. They represent the courteous and welcome attitude a hotel wishes to extend to its customers as public guests. Their primary responsibility is to provide services of convenience for the hotel's guests.

Bellmen see that guests are comfortably settled in assigned hotel rooms. They obtain room keys for guests after the guests register, escort them to their rooms and place the luggage on racks for convenient use. Bellmen usually check the room lights, ventilation and heat, the

supply of coat hangers, soap, and towels, and bring ice for the guests who desire it. It is a part of their job to see that everything is in order in the hotel room. Bellmen usually inform guests of the other hotel services available to them, such as the dining room serving hours and other food facilities in the hotel, of transportation scheduled, and of valet services. When guests request packages to be delivered or errands run within the hotel or very near by, bellmen may perform these services. In small hotels where special baggage porters are not employed, the bellmen are also responsible for assisting guests in checking out of the hotel and in carrying their baggage. On occasion, bellmen may be asked to work as switchboard or elevator operators or to serve food to guests desiring room services if the hotel is small or has a shortage of employees.

Bellmen usually wear well-tailored uniforms supplied by the hotel.

Bell captains assign work duties to bellmen and supervise the work as it is performed. They are usually employed in medium to large-size hotels.

Bell captains keep the time cards of hours worked for bellmen and they are responsible for instructing new employees in their work duties.

DID YOU LEARN?

The duties of a bellman.

The duties of a bell captain.

Individuals who want to become bellmen or bell captains do not have to meet any specific educational training requirements; however, those individuals who possess a high school education along with other desirable qualities for the occupation, are increasing their chances for promotional opportunities to front office clerical jobs, which, if obtained, may open other doors of opportunity for further advancements.

There is a relatively high turnover rate in this occupation; therefore, there will continue to be job openings.

The amount earned in tips from customers greatly determines a bellman's or bell captain's average salary. The income depends on the size and location of the hotel.

Hotels provide clean, attractive, and comfortable surroundings in which to work. Because hotels are open 24 hours daily, bellmen may be employed to work any one of three shifts which usually are 8 hours long.

Group insurance plans and one to two week paid vacations, depending on length of service, are usually available to bellmen as employee fringe benefits.

Bellmen and bell captains must be able to get along in a congenial manner with all types of people. Some hotel guests can be extremely demanding of extra time and services, and in some cases, difficult to please.

Bellmen and bell captains may belong to local unions or be members of the Building Services Employees International Union.

DO YOU KNOW?

The working conditions of bellmen?

The income of bellmen?

BUYERS

The buyer purchases merchandise from manufacturers and wholesalers at an appropriate price, in sufficient quantity and with sufficient customer appeal to warrant its rapid and profitable sale by the local retail establishment or large national network of stores for which he works. Sometimes a buyer is referred to by the type of goods which he purchases: jewelry buyer, toy buyer, coat buyer, etc.

As civilization developed, man increased his dependence upon goods provided through retail establishments. One of the first buyers was Marco Polo whose travels to the Far East were designed to purchase spices, silks, and drugs for wealthy customers in Venice, Italy. Christopher Columbus was motivated in large part by the desire to develop a shorter trade route to India.

As the early American retail stores became more specialized and grew in size, a functional division occurred in store operations. To replace the owner-operator who performed almost all of the store's tasks, there emerged the sales clerks, receiving and shipping clerks, advertising managers, personnel officers, and buyers.

A wider range of available merchandise called for a more astute selection and purchasing techniques. The development, in turn, of railroads, automobiles, and airplanes permitted buyers to travel to metropolitan areas where goods were available for first-hand examination.

The buyer is now a key part of the retail industry which has an annual sales approaching 300 billion and employs over 9 million people.

In addition to the estimated 65,000 specialized department or chain store buyers, the role of the buyer is combined with other functions in numerous smaller retail stores.

DO YOU KNOW?

Who was the first buyer?

What does a buyer do?

Buyers work under one or two organizational patterns. In the first, working directly under a merchandise manager, the buyer combines purchasing activities with direct supervision of sales people in the department involved. Thus, one person both purchases the goods and then takes responsibility for the successful marketing. In the second pattern, merchandising and buying are separated. Buyers serve as specialists and have no supervisory responsibilities. In this case, buyers cooperate with the sales staff to promote maximum sales.

Regardless of the method of organization, all buyers perform many functions in common. The size of the store which employs them, the types of goods which they purchase, and their own personal philosophy of the role of the buyer directly affect the nature of their work. All buyers must know three things, their employer, their goods, and their customers.

The buyer must first understand the basic merchandising policies of his store: Does his employer seek volume sales of relatively low-quality goods? What is the usual cost of selling and rate of profit? How much discretion is allowed the buyer in the type and the quantity of his purchase? The amount of his purchases is affected by the size of the buyer's annual budget, the timing in each season and trends in the market.

Buyers are experts in the merchandising which they deal. They order goods months ahead of their expected sale. They must be able to predetermine their liability based upon cost, style, and competitive items. Buyers must be able to ascertain directly such product elements as purpose, construction, durability and style.

DO YOU KNOW?

Buyers must know what three things to promote business?

Why must buyers be experts in the merchandise which they deal?

A college degree is not required for the job of the buyer but it is becoming increasingly more important.

Personal qualifications are particularly important. The buyer must be intelligent, energetic, analytical and be willing to take an occasional gamble. Buyers must be able to work well with all kinds of people.

The best method of exploring interest and aptitude in retailing and buying is through part-time or summer experiences in a store. This position, of course, would not be at the level of a buyer. One of the best times to obtain store experience is during the Christmas holiday season.

Most prospective buyers secure their first position by direct application to the personnel office. College seniors may participate in campus interviews conducted by merchandising employers. Public and private employment services frequently refer applicants to suitable entry positions.

Because of the knowledge of retailing required, preliminary work experience in a store is often necessary before promotion to the level of buyer. In fact, most buyers begin their careers as retail salesclerks. The next step up the ladder is usually the job as head of stock. The head of stock maintains stock inventory records and keeps the merchandise itself in the neat and well-organized fashion to both protect its value and permit easy accessibility. The head of stock usually supervises the work of several employees. He also works in an intermediate position between the sales people on the floor and the buyer who provides the merchandise.

The position of buyer offers an opportunity for a substantial career in itself. Buyers are key employees of the stores which employ them.

Because of their grasp of retailing fundamentals and the fact that the quality of their performance is clearly demonstrated, many top executive positions in the retail industry are filled by persons from the ranks of buyers.

DO YOU KNOW?

The basic requirement to become a buyer?

How one can advance from buyer to a higher position?

Future prospects for buyers share the same favorable outlook forecasted for the retail industry as a whole. Economists predict that the next 20 years retail expenditures made by our population will increase 120 percent.

Women find the field of buying open to them if they have the qualifications and experience to enter into such work. Buyers' positions are about evenly divided between men and women.

As buyers usually are selected from persons with retail experience and college backgrounds, beginning salaries are higher than for retailing in general. An assistant buyer may begin at $375 to $500 a month. The buyer may start at $500 to $600.

In addition to basic salary, all retail store employees may purchase items for their own use at a discount which often averages 20 percent. In some cases, the amount of discount increases with seniority or level of responsibility.

DO YOU KNOW?

The future outlook for a buyer?

The salary a buyer might expect?

Buyers work in a dynamic atmosphere. They must make important decisions on an hourly basis. The results of their work--both successes and failures--show up quickly on the profit and loss statement. As stores must hire buyers who can produce the greatest margin of profit, buyers work under conditions of constant pressure.

If they combine buying with sales supervision, buyers must spend long hours standing. They also must adjust to the fact that their store may be open evenings and weekends. Buyers must be prepared to handle cases of customer complaints. Despite the unreasonableness of some criticisms, the buyer must begin with the assumption that "The customer is always right".

An important advantage of buying is the varied nature of the work and the fact that no two days are ever alike. As they note the results of one season's activities, buyers anticipate with advanced planning how to improve upon past results.

Buyers play an important role in our largest national industry. The skill with which they order merchandise directly affects the sales volume of their store and its share of the total retail market.

Because they possess so much power to order goods, buyers are often entertained or given favors by manufacturers. Care should be exercised not to let this hospitality influence judgment in ordering.

DO YOU KNOW?

Buyers must work in sales and work long hours? Why?

Buyers never have a boring day?

INTERIOR DESIGNERS AND DECORATORS

The interior decorator or designer makes plans and furnishes interiors of houses, commercial and institutional structures, hotels, clubs, ships, theaters, as well as set decorations at motion picture and television studios.

A love for beauty has been associated with each of the world's history periods. This appreciation has been expressed in many art forms--music, painting, sculpture, and poetry, but one way to bring it into the pattern of everyday life has been through some kind of home decoration. Even the cave man painted the walls of his cave with pictures of animals and other aspects of their daily lives. The Egyptians decorated their temples and palaces; the Greeks and Romans created their own styles of architecture and interior design. Individuals throughout history have added personal touches of decoration to their homes, but until recently major decorating projects have been the privilege of the wealthy. Artists like Michelangelo were employed to design and beautify palaces and other buildings, making use of sculpture, paintings, and other wall-coverings. Kings sometimes made names for themselves by the decorating trends started in their palaces. Such trends came to include furniture, draperies, and sometimes clothing. Home designs and furniture may have been largely functional as in the early American tradition or extremely ornate as in the style of Louis XIV of France.

In the past 50 years, and as our country has become more prosperous, the profession of interior design has found a place for its services, in planning the interiors of homes, restaurants, hotels, theaters, stores, offices, and other buildings. Another influence in the development of the interior designer's profession has been the growth of modern industry, including large scale production of furniture, fabrics, carpeting, and other decorating materials.

The interior designer or decorator will perform different jobs, depending on the type of employment. He selects and plans the arrangement of furniture, draperies, floor coverings, wall paper and paint, and other decorations. Often the designer works closely with the architect; since he is planning the complete layout of rooms and use of space, the designer's plans must fit in with the architect's blueprints and other building requirements. This type of work is usually done in connection with the building or renovation of large buildings. Interior designers may design the furniture and accessories to be used on a project, or they may plan from materials already available. The designer must consult and respect the tastes of his clients and the amount of money they wish to spend. When the designer is working on a private home, his work becomes even more personal. The personalities, way of life, needs, and financial situation of the family must be considered in planning the decoration of their home.

The interior designer studies the requirement of the rooms to be decorated in relation to the client's taste. Often he makes sketches or water

colors of his plans for furniture arrangement, fabric design, and other facets of the design program. He will probably also be asked to make a cost estimate of the materials to be used.

Once plans are made and approved by the client, the interior decorator may begin actual work. He buys materials--drapery fabrics, upholstery fabrics or new furniture, paint and wall paper, and supervises the work done with these materials. For this reason, the interior designer or decorator must be familiar with many materials used in interior furnishings. He must know when certain materials are suitable, how they will blend with other materials, how they will wear. The interior designer must also be familiar with historical periods influencing design and have a knack for using and combining the best contributions of these deigns of the past. Also, since the designer supervises the work done from his plans, he must know something about the work of painters, carpenter, carpet layers, cabinetmakers, and other craftsmen. He must also be able to buy materials and services at reasonable prices and still produce quality work. His reputation as an interior designer depends on all these things.

Formal training may not always be necessary to find a job in this field, but it is becoming increasingly important and is required for membership in the American Institute of Interior Designers (AID).

Most of the large department stores and design firms with established reputations hire only trained designers. Graduates of colleges plus a two or three-year training program, must be prepared to gain apprentice type training for several years.

In 1964, beginning salaries for interior designers with formal training ranged from $65 to $85 per week. Interior decorators well established in their own localities may earn up to or over $12,000 per year. Nationally recognized designers and decorators may earn up to or over $25,000 per year.

Working conditions for the interior designer are different depending on where he is employed.

The person who wishes to be a successful interior designer or decorator must expect a long, hard struggle. Competition is keen, and the individual must possess a combination of talent, a personality and business sense to reach the top.

HAVE YOU LEARNED?

What it takes to be an interior decorator or designer?

What kind of money can you expect to earn as an interior decorator or designer?

RETAILING

Retailing is the last link between the producer and the consumer. The retail field includes department stores, chain stores, specialty stores, franchise stores, mail order houses, vending machines, and direct--or door-to-door--selling. Retailers buy their goods wholesale, store them, and sometimes repackage them. They must know their customers' needs, and advertise and display the goods. The largest retail sales are made by the following: grocery stores, automotive dealers, gas stations, eating and drinking establishments, and department stores.

Do you like to be with people, enjoy working with people? If you do, you may like a career concerned with people.

Do you like things? Have you noticed your friends' new clothes, a neighbor's new car, or a new household item in someone's home? Do you enjoy looking at catalogs or advertisements in newspapers and magazines? If so, a career concerned with things may appeal to you.

Do you like change, drama, and excitement? Have you ever had fun rearranging your room or helping decorate the gym? If so, you may enjoy a career in a field that is full of change, drama, and excitement.

Do you like to earn money? Would you like to have a steady income paid by an employer? Would you like to have your own business? If the idea of earning money sounds good to you, you may want to enter a field that has been a traditional money-maker through the ages.

If you like people, things, excitement, and a steady income, you should investigate a career in retailing.

Career Opportunities in Retailing

Although shopping in a retail store is a familiar activity for everyone, working in a retail organization may be a mystery to most people. The average person's contacts in a retail store have been with employees who handle the merchandise or take the money. The average consumer is probably not concerned with how the merchandise was brought to the store and was ready and waiting form him or how many people worked behind the scenes to bring the merchandise to him. Young people are often unaware of the many interesting jobs that are involved with retailing and so may overlook it when they are choosing a career. Once they become acquainted with the field, they recognize that it offers variety, excitement, and challenge.

The retailing field is challenging because it is a business of constant change. There is change in the kinds and styles of goods carried, change in the demands made by customers, and change in the arrangement and display of merchandise. Retailing is a business of constant fashion change. It is a fast-paced business that requires the retailer to anticipate his customers'

wishes weeks, or sometimes months before the customers are aware that they are going to want certain things. Alert retailers make sure that they have those things in stock when the customers do make their decisions to buy.

There are opportunities in retailing for both men and women. Neither one is discriminated against at any level--from stock clerk to supervisor. This article is designed to introduce retailing to young people who are beginning to think about a career. It will make you aware of the many and varied opportunities in the field of retailing and help you decide which of them fit your interests, talents, and educational backgrounds.

DID YOU LEARN?

1. What is meant by the term "fast-paced business?"

2. What this article is designed to help you do?

Diversity of the Retailing Industry

To serve the American consumers with the most efficient distribution system in the world, a variety of retailing organizations exist. These may be classified into two major groupings: specialty stores, and general merchandise stores.

Specialty stores carry just one category of merchandise or closely related categories such as lumber and building supply stores, automobile dealers, gasoline service stations, household appliance stores (including radio and television), florists, optical goods stores, news dealers, drug stores, shoe stores, and food stores. Supermarkets are expanded food stores. They specialize in foods but they also offer household products and sometimes even some clothing items for the convenience of their customers.

General merchandise stores stock a multitude of different kinds of merchandise under one roof. Variety or "five-and-ten-cent" stores carry a wide assortment of goods in a wide price range.

When specialty stores or general merchandise stores feature self-service and bargain prices, they may be known as discount houses.

Stores may be single-unit or multi-unit. The latter may have as few as two stores in the group or as many as several thousand. Multi-unit operations may refer to a chain organization or to a parent store with branches.

Other classifications of retailers include mail order firms, door-to-door selling organizations, and vending machine firms.

DID YOU LEARN?

1. What is the difference between specialty stores and general merchandise stores?

2. What are some other classifications of retailers?

Development of Retailing

A brief look at the history of retailing in this country shows how the various kinds of stores developed.

Small stores specializing in one type of merchandise and general stores featuring many lines were the familiar methods of retailing in the days of the Colonies. In addition, the traveling peddler served customers in outlying areas by selling goods from house to house.

The 1850's and 1860's in the United States were the days of rapid growth for retailing. Chain organizations such as the Great Atlantic & Pacific Tea Company were established. Firms such as Macy's, Marshall Field & Company, and Jordon, Marsh, and Company grew into large department stores. Low postal rates gave rise to large mail order firms such as Montgomery Ward and Sears, Roebuck and Company. F. W. Woolworth organized another familiar type of retailing, the five-and-ten cent store, better known today as the variety store.

Early in the 1900's, self service was introduced in both the clothing and accessories fields and in the grocery business. These stores were planned so that the merchandise, the assortments, and the displays, rather than salespeople, were used to induce customers to buy.

The move of many Americans to the suburbs made a new type of merchandising necessary--the one-stop shopping center where skillful planning permitted all merchandise to be carried in an easily accessible area with plenty of parking space available. Here all types of retailers joined to provide the many kinds of goods and services that families in the surrounding communities wanted. At the same time, many large department stores and specialty shops from the city established branches in the suburbs because they found that surburban customers no longer made frequent shopping trips to the city.

The first "discounters" based their appeal on low prices and often provided limited lines of merchandise in out-of-the-way places such as old warehouses or abandoned factories.

Another familiar form of retailing, the vending machine, sold such items as penny candy and gum. These vendors now offer coffee, hosiery, books, food, and many other items. Experts predict a continued growth for these automated salesclerks.

DID YOU FIND?

What is the relationship between the movement of people to the suburbs and a certain kind of retailing?

CAN YOU GIVE EXAMPLES OF?

1. A chain organization?
2. A large department store?
3. Mail order firm?
4. Discount stores?

The Present and Future of Retailing

The retailer today faces a constant challenge because of our growing population, the increased standard of living of the American people, and the knowledge and cultural explosions. This will mean continued growth of retailing in the years to come. The young person who chooses retailing as a career will find unlimited opportunity to create even better, more effective means of distributing merchandise.

Although the main business of retailing is to buy and to sell goods, its diversified activities require that stores be staffed with people having varied abilities, backgrounds, and education.

Because they must anticipate the wants and needs of their customers in advance, retailers search the marketplace for the goods that their customers will be seeking. They price the goods to cover the cost of the goods as well as the cost of transporting, houseing, and distributing them. They display and advertise the products to make customers aware that they are available, and then sell them--offering wrapping and delivery service when necessary.

To accomplish these various tasks, a large number of retail workers is needed. In the United States, one out of eight gainfully employed persons works in the field of retailing. This means that over eight million people are employed in some phase of retailing. Sales of these businesses total about $250 billion a year.

DID YOU FIND?

1. What costs does the price of the product include?

2. Is retailing a big business? How many people does it employ?

Starting Your Own Retailing Business

Small stores are important businesses in America. In spite of the rapid growth of chains and large department stores with their branches, over 80 per cent of the stores in the country are small, independently owned establishments. Retailing throughout the years of America's growth has been a field where young entrepreneurs (enterprisers) with courage, hard work, and a limited amount of money could open a store that would grow with the population. In today's more complicated economy, much knowledge and management ability are needed for success.

The young person who is interested in opening his own business is best prepared, in addition to his formal education, by getting a job in a retail business and learning with first-hand experience. According to Dun and Bradstreet, the leading credit agency in the country, the businesses that fail most often, are new retail businesses. Reasons for such failures are the lack of managerial experience, or the actual incompetence of the managers.

DID YOU LEARN?

1. What causes the failure of many retail businesses?

2. Have chain stores completely replaced the small independently owned business?

The Functions Common to Most Retailing

Even though retailing is a diversified field, there are certain functions that all retailers must perform. They are generally divided into five categories:

1. Merchandising and buying - determines the assortment and purchasing of actual merchandise to be sold.

2. Store operations - maintains the retailer's building and the movement of goods and people within the building.

3. Sales promotion and advertising - informs customers about the goods and services available through advertisements, displays, and publicity.

4. Bookkeeping, accounting, and control - are charged with the task of keeping records of money spent and received, of payrolls, taxes, and money due from customers.

5. Personnel - staffs the store with people qualified and trained to handle all the work that needs to be done.

In a small store, all these duties may be carried out by one or two persons. In larger stores, these tasks are divided among people who become specialized in the performance of their respective jobs.

CAN YOU NAME the five categories into which retail jobs are divided?

Merchandising and Buying

In a large organization, many people may be involved in buying, while in a small organization, one or two people may do all the buying. Before goods are bought, it is necessary to look at previous sales records to determine how well similar goods sold before. By analyzing these records and then determining how much of the goods are already in the store, the buyer can decide how much new goods he should purchase. The person who does this kind of work in a large organization is called a merchandiser. After the buying plan has been made, a buyer goes to the manufacturer's show room to look at the merchandise that is available for the coming season. Buying is usually completed as much as six months before the merchandise is going to be offered for sale.

The merchandiser and buyer have a great deal of responsibility. Because of this they usually have a long period of apprenticeship before they are promoted to such responsible positions. In addition to training, a buyer should have an apprenticeship for merchandise, be a skilled observer, and have good taste. He (or she) needs mathematical skill and a certain amount of courage. A mind for detail is also important. Although a college education is not required, many buyers have graduated from college or have completed some college in addition to gaining several years experience in retail stores. Most merchandisers are chosen from the ranks of successful buyers. The assistant buyer aids the buyer in all his activities, but he does not have as much responsibility.

DO YOU KNOW?

1. What is the work of a merchandiser?

DO YOU KNOW?

2. What is the buyer's job?

3. What qualities make a successful buyer?

Other Merchandising Jobs

The position of department manager was created to fill a need in the branch store. He is responsible for having the goods on the selling floor and for counting the merchandise on hand. He orders needed stock from the main store, but he does not have the responsibility for actual selection and purchasing of the merchandise.

Another job made necessary by branch stores is that of distributor. He gathers information from each store concerning its needs and then distributes the merchandise among them.

Some large chains employ coordinators to work with buyers to obtain merchandise for various departments that harmonizes in color, style, type, and price. Fashion coordinators work with buyers of accessories, dresses, coats, and suits to achieve color and design harmony in the goods carried by those different departments. Home furnishings coordinators assist buyers of draperies, curtains, carpets, and rugs to stock merchandise that will be in harmony with the furniture and other accessories carried by the store. Coordinators usually travel to the various market openings, report on the new and fashion-important merchandise being shown, and organize showings for both the customer and sales personnel.

CAN YOU EXPLAIN why large stores employ coordinators?
(Would it be likely to increase sales?)

Store Operations

The numerous jobs needed to keep retailing stores functioning effectively are performed by operating personnel. They have the job of maintaining the building, of planning the orderly flow of merchandise through the store, and of arranging the convenient movement of people, both customers and employees, within the store.

In a small store there is usually one overall store manager who has the final responsibility for all of these activities. In a larger organization, each function may be supervised by a separate manager. Goods must be received, marked, placed in the stockroom, and finally moved to the selling floor. After

the merchandise is sold, it must be wrapped and sometimes delivered. Elevator service, housekeeping service, and rearrangement of goods for special selling occasions like Christmas and Easter, are further responsibilities of operating personnel.

Most of the work performed in these various jobs is learned through on-the-job training. Those who enter retailing as stock boys or girls may be promoted to positions in this area of store work if they prove to be efficient workers with ability to get along well with other people.

DID YOU LEARN?

1. What are some jobs involved in store operations?

2. Is there a chance for advancement in this area?

Personnel Occupations

In small firms, the owners or managers may do all the hiring and training of employees. As organizations grow in size, specialists are needed to hire, train, evaluate, promote, and/or dismiss employees. People with special training in this work are needed. Employees in this division usually have college degrees or at least a considerable amount of education beyond high school. A knowledge of psychology, an interest in people and an understanding of them, an ability to plan educational programs, and a concern with employee welfare are qualities needed by persons in this field. In addition, they must know wage and hour laws and must be able to negotiate with unions.

DO YOU KNOW what special qualifications personnel workers need?

Bookkeeping, Accounting, and Control

The finances of a large store or chain of stores are usually administered by a controller who has an accounting background. He is responsible for the records of the firm's finances, accounts payable and receivable, payroll, credit, and collections.

In large organizations, managers of each of the main areas of work may be needed. In addition, cashiers, bookkeepers, accountants, credit interviewers, filing and billing clerks are employed. Firms that use electronic data equipment have need for programmers and for persons to run machines and to interpret data from those machines.

Although beginning positions in this area may be open to persons with limited knowledge and skills, those who head such sections usually have completed college work in accounting and finance. The people who succeed in this division ordinarily have an aptitude for mathematics, are detail-minded, like to keep accurate records, and are orderly and systematic in their work.

DO YOU KNOW?

1. What employees are concerned with the finances of a large store?

2. Do these jobs require any special qualifications?

Beginning Jobs: Selling, Stock

There are many ways to enter the field of retailing, but three types of jobs offer the greatest opportunity for the average young person. These are positions in selling, stock work, and cashiering.

For many young people, selling is the first assignment in a retail store. It often starts with part-time jobs in stores near their school or homes. Work at Christmas time, in the summer, on Saturdays, or after school may provide the beginning opportunity for a young person exploring the field.

The job of moving merchandise from the stock room to the selling floor is also a frequent means of entering the retailing field. The pay is usually not high but the worker who makes a conscientious effort to do his job well may be able to advance to a higher position in the organization.

Education from Retailing Careers

The first high school courses in retailing were instituted in Providence, R. I., in 1910. However, the real era of expansion of retail training came with the passage of the George-Deen National Vocational Education Act in 1936. This Act made funds available for the cooperative (work-study) education of full time-high school students and for part-time adult students in evening classes of distributive education programs. Hundreds of thousands of people have been introduced to retailing occupations through these high school classes in distributive education.

Also, hundreds of junior colleges as well as four year colleges include retailing as part of their business and home economics curricula. Although education beyond high school is not required for some of the beginning jobs in retailing, those people who progress into management or executive positions find college training very helpful. Increasing numbers of retailing executives hold college degrees.

In making your career decision, you may want to consider retailing. It is a field which offers jobs in most areas that are varied, interesting, and stimulating. It rewards those who are successful through opportunities for promotion and for better pay. Retailing is a growing, changing, challenging business for aggresssive, able young people to consider as a career.

DISCUSS WITH YOUR GROUP

1. What are some of the opportunities in the field of retailing?

2. Why do so many people choose retailing as a career?

SALES OCCUPATIONS

This has been called the "Age of Distribution." Certainly one of the most significant economic revolutions of the past 100 years has been the rapid growth in the field of sales. Today, more Americans are employed in sales and sales service than in any other occupation.

The salesman of a hundred years ago was much different from his modern counterpart. The traveling salesman not only was the link between the small town retailer and the manufacturer and other suppliers, but he also filled the place now occupied by radio, television, the movie, the automobile, and the concrete highway in the lives of people dwelling in rural districts.

The salesman of today is quite a different person. The uninformed might assume from his appearance and manner that the passing salesman is a doctor, lawyer, or other professional man.

Distribution is the middle step in a three-stage economic process which begins with the production of goods and ends with their consumption. Most consumers are also producers or distributors and their income provides purchasing power to aid the economic cycle.

Distribution is such an important part of our economic life that many economists recognize it as the failure of our society to make full use of abundant manufacturing resources to meet the needs of all our citizens. It has been estimated that one average industrial salesman sells items which support the work of 30 workers.

Sales is the key to successful distribution, and the key to a great part of our lives. The young hostess, who tries to interest her guests in a particular party game, is selling. The garage mechanic, for example, often must sell his customer on the need for certain repairs.

Through an expanding role, the salesman is often a sales consultant. In the food products line, for example, he may now show a restaurant owner how to store and cook meat or how to brew topflight coffee.

The level of skill required for these various positions differs widely. The news vendor or the variety store clerk, may require little training. The electronics salesman must be able to instruct as he sells; he is sometimes called a sales engineer and he may require specific training for the job.

Regardless of the type of sales activity, the salesman must have an attractive personality, poise, the ability to meet and work with strangers,

and a sincere desire to serve others. The salesman must be able to locate prospective customers or, in the case of the retail salesman, must successfully capitalize on the interest of the customers. The salesman frequently works on his own and has many disadvantages and problems of the self-employed person.

Never before in history have such as large percentage of Americans been involved in selling activities. Today, more people are employed in distributing and servicing products than is required to produce them.

The successful salesman finds numerous opportunities for advancement. The highest testimony to the values of a sales background may be seen in the increasing trend to select company presidents out of sales departments.

A college education obviously enhances opportunities for advancement. A recent study showed that approximately 18 percent of all men and two percent of all women in sales held a college degree. The median number of years of education for men was approximately 12.7 and for women 12.1.

Actually, the long-range trend is for a greater percentage of our population to enter sales and related service occupations each year. In the past ten years, the percentage of salesmen employed in wholesale trade, life and casualty insurance, real estate, and manufacturing trade showed a greater than average increase.

Improved technology and increased use of current capacities should contribute to the future growth of the sales field. For example, 30 percent of the products made by one leading company were invented within the past decade.

Growth of the sales field also will be aided by improvements in methods of doing business. While automation may reduce employment in many areas of our economy, competition for sales and the importance of personal contact should maintain the role of the salesman.

Direct to Consumer Salesmen

Direct to consumer selling is a means of marketing goods and services by direct, personal contact with the ultimate consumer - usually in the consumer's home. The seller arranges to contact the buyer in order to create a sale, instead of waiting for a buyer to come to him at a store or other place of business. Direct selling is sometimes called

door-to-door selling, but not all direct salesmen ring doorbells, although that often is one of the best ways to find prospective customers.

Whatever the sales plan, the direct seller has some unique advantages over the retailer counterpart. He does not have to wait passively for the customer to come to him; he goes out and gets a customer for his product. The direct seller usually carries only one product, or a limited line of products, and thus is much more familiar with the features, benefits, and advantages of what he sells.

To help those selling their products, the companies provide training programs, make available appropriate gifts and premiums which can be used to further the sales effort, and increasingly invest in advertising to make the selling job easier.

Direct selling is, perhaps, the most wide open of all occupational fields insofar as education, experience, and background skills are concerned. These sales persons are of both sexes and all ages, from students to retired persons, and come from every walk of life. Most direct sellers have been to high school, and it is estimated that three out of ten have attended college. The basic requirement apparently is a desire to earn money while enjoying the freedom and independence of organizing one's own time and effort. There are, however, a few personal traits which seem to be common to the more successful direct sales persons, including drive, attitude, and discipline.

The man or women who enters direct selling should approach a career in this field with the attitude of an open mind. He or she should be willing to learn, to take instructions, and to follow the approved fundamental selling techniques and methods. The direct salesman is usually his own boss with no one standing over him to prod him into making the necessary calls. Finally, it helps if the direct seller has a genuine liking for people and a friendly personality.

Direct selling is an easy field to enter. Almost all direct selling companies are continually on the lookout for new sales people to meet the requirements of a market which is constantly expanding as population and families increase. All important companies in the direct sales field present opportunities for advancement to those who can qualify.

Thoughtful men and women connected with direct selling look on their industry as a stable job with excellent growth possibilities. As new products are developed for the consumer, the market increases for direct sales people to introduce, demonstrate, and create a demand for these products.

The income of direct sales people is hard to estimate as it is so completely governed by each individual's desire to succeed, time and effort put

into the job, training and ability, and capacity to analyze thoughtfully. A realistic, average annual income figure for good, full-time direct salesmen is between $10,000 and $15,000 a year.

Direct selling is a satisfying occupation for the person who likes a constant challenge and enjoys responding to it.

Salesmen and Saleswomen in Retail Stores

Retail salesmen or saleswomen assist customers with purchases by identifying their products, demonstrating merchandise, receiving payments, recording sales, and wrapping purchases or arranging for the delivery. They may also be called sales clerks, retail clerks, or sales persons.

Salesmen work in over 100 different types of establishments and in a variety of roles. A salesman, for example, may work in a small variety shop, or in a large department store. Regardless of the type of store in which salesmen work, each one performs basic functions including creating in customers the desire to buy merchandise, answering questions concerning the store and its products, fitting, demonstrating, or measuring items for customers.

Employers generally prefer to hire high school graduates for most sales positions. Subjects such as English, salesmanship, commercial arithmetic, and home economics provide good background. Many high schools have distributive education programs which include courses in merchandising, principles of retailing, and retail selling.

In retail sales, as in other fields, the level of opportunity tends to coincide with the level of education. In many stores, college graduates enter immediately into an on-the-job training program to prepare them for management assignments. Useful college courses include economics, business administration, marketing, home economics, psychology, art, and English.

The salesman or saleswoman must be in good health. Many selling positions require standing most of the day. The salesman must have stamina to face the grueling pace of Christmas business without loss of physical vigor of personal sales impact. Personal appearance is important. Sales people need not be unusually attractive, but they should be neat and well-groomed. A pleasant speaking voice, a natural outgoing friendliness, tact, and patience are helpful personal characteristics. The salesman must be able to converse easily with strangers of all ages.

Requirements vary depending upon the type of sales involved. Some types of retail selling also require special skills, such as an automobile salesman who usually must be able to drive and have a knowledge of the workings of a car.

Because of its seasonal nature, retailing offers numerous opportunities for temporary or part-time sales experience. Beginning sales persons are usually hired as the result of direct application to retail stores. Young people may be hired immediately to sales positions. Often, however, they begin to work in the stockroom as clerks, help to set up merchandise displays, or assist in the receiving or shipping departments.

Retailing offers unusual opportunities for advancement. Obviously, larger stores have more numerous opportunities for promotion. However, retailing is a mobile field and successful and experienced persons may readily change employment.

Salesmen in Wholesale Trade

The wholesale salesman calls regularly on retailers and buyers for industrial and commercial concerns and institutions, seeking their orders for a number of products. The salesman represents a wholesale organization which does not manufacture products but purchases them to resell.

The work of the wholesale salesman will vary greatly depending upon the products he carries, the customers to whom he sells, and the geographical areas in which he operates. A good salesman, however, attempts to sell his goods by providing maximum service to his customers.

In his calls, the salesman shows each customer the widest possible variety of merchandise in which he may be interested. He brings along samples, pictures, or specifications of available products. The wholesale salesman may also help the retailer with merchandise displays, advertising plans, and provide general information on styles and trends. He knows that the successful retailer will be a better customer.

When hiring salesmen, most employers prefer at least a high school education. Useful courses include English, bookkeeping, economics, typing, office practice, and salesmanship. Junior college training is highly desirable.

Within the wholesale field itself, there are several lines of advancement. The salesman may become a regional sales supervisor and eventually, a sales manager. Experienced salesmen may transfer to such related wholesale sections as buying (buyer, merchandise manager), finance (accountant, credit manager, auditor, or controller), personnel (recruitment, or wage and salary administrator), and operations (warehouse manager, inventory control administrator, and operations manager).

market research. Majors in economics and business administration will provide good background for most types of market research positions.

It is estimated that about 10,000 and 15,000 people were employed full time as marketing research workers in 1962. Beginning salaries in marketing research depend a great deal on qualifications of the applicant, and the size of the firm. Market research workers usually work a normal 40 hour week in comfortable office situations.

Persons who enjoy variety and change will find that the "new problems and new faces" aspects of market research work satisfying. It has been said that in many positions every day is different.

The number of wholesale salesmen required in the future should rise at about the same rate as the labor force as a whole.

Beginning salesmen usually earn $450 to $550 a month, which may be on a salary basis or a combination salary and commission plan, dependent upon the company's policy of wages. Experienced wholesale salesmen generally earn from $6,500 or more a year, many earn $12,000 a year.

Practically all wholesale salesmen have steady year-round work; however, as many salesmen experience wide seasonal fluctuations in income, they may receive a weekly or monthly drawing account which will eventually be balanced against the commissions earned annually. The wholesale salesman works long and irregular hours. Many times he spends all day calling on customers and all night traveling to the place in which he will work the next day.

Marketing Research Workers

The marketing research worker collects, analyzes, and interprets data to determine potential sales of a product or service. To this end he may prepare reports and make recommendations on subjects ranging from preferences of prospective customers to methods and costs of distribution and advertising.

The marketing research worker collects, analyzes, and interprets all kinds of information which would help a company improve its product, arrange sales and distribution policies, and makes decisions regarding its company services and products. Here studies are made on current products or those in an experimental stage. Another area of market research is sales methods and policies. Here, the marketing research worker is concerned with detailed studies of the firm's sales records.

Obviously, the marketing research worker must be thoroughly familiar with research techniques and procedures. Sometimes the problem is clearly defined and information can be gathered readily. Other times, the company executives may know only that a problem exists as evidenced by a decline in sales. The research worker is expected to collect the facts that will aid in dealing with this problem.

In high school, courses in English and social studies are most important. Students should plan to take mathematics and to elect any courses in speech, journalism, psychology, or sociology that may be available. A college degree is generally required for careers in

DO YOU KNOW?

Name three steps in the economic process.

What is the key to successful distribution?

Name four assets a salesman must have to be successful.

Is a college degree important to be a salesman?

Why is personal contact important to a salesman?

What is Direct to Consumer selling?

Where is this type of selling done?

Why does a Direct to Consumer salesman generally only sell a few or one line of products?

Name two Direct to Consumer sales products you know about.

Name five ways a sales person can perform a "basic function" of a salesman.

Can young people find a postion in retail sales? Generally, where would you begin?

How does a wholesale salesman differ from a retail salesman?

From a Direct to Consumer salesman?

What does a Marketing Research worker do?

What sort of job qualifications are necessary for Marketing Research workers?

WAITERS AND WAITRESSES

These persons are employed in the service occupation in which they primarily take orders for and serve food and beverages, make out customers' food checks and in some cases, serve as cashiers in the smaller food establishments. The variety of job duties performed usually depends on the economic class, size, and kind of food establishment in which the waiters or waitresses are employed.

Today, in America, the food service industry is one of the largest. In 1965, an estimated 900,000 waiters and waitresses were employed. Nine out of ten were women.

Waiters and waitresses have varied job duties depending on the size and kind of food establishment in which they are employed.

Applicants for jobs as waiters and waitresses are usually not required to have a high school diploma; however, most employers favor those with some high school training.

Working conditions have improved greatly with the air-conditioning and modernization of restaurant buildings and equipment, and many labor-saving techniques are now available.

Regarding personal requirements, waiters and waitresses need to possess a congenial temperament, patience, and the desire to please and be of service to the public. They must be neat and immaculately clean in their personal hygiene and dress. They should be able to speak English, and certainly they must be able to use the basic fundamental skills of arithmetic in order to compute customers' food checks. A good memory and salesmanship techniques are additional personal assets.

Obtaining a health certificate is one special requirement for this occupational group.

There are many job openings in this field. Advancement is possible for those who are interested. Earnings can be rather good because this is salary plus tips. Of course, the amount of tips depend on the location.

HAVE YOU LEARNED?

What are some of the requirements to be a waiter or waitress?

What are the expected earnings?

GROUP ACTIVITIES

1. Write an advertisement and design a layout for the advertisement.

2. Sales--Select a product and sell this product verbally to your classmates.

3. Radio Commercial--Write and record a one-minute commercial.

4. Television Commercial--Write and present, as if you were on "live" television, a 60-second commercial.

5. Design a Window Display--Teacher's Packet (box).

6. How to Interview--Filmstrip presentation to class. Write your own narration for the filmstrip.

7. YOU the Buyer!--You may buy any product you wish, but how are you going to sell the product?

   What if you are buying a fashion "dud"?

NOTE: Review all information in the student packet.

2 OF 2
ED
070 855

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GENERAL OBJECTIVE FOR UNIT:

At the completion of the curriculum unit, the student will have demonstrated his knowledge of distributive education by participating in the activities and achieving each day's instructional objective.

INSTRUCTIONAL OBJECTIVE:

The student will demonstrate his knowledge of the occupation by carrying out one of the suggested activities.

Resource	Activity
Activity Sheet Brochures Filmstrip Window display props	Group preparation and presentation of activity.

ADVERTISEMENTS

Equipment: Overhead Projector

A. General Criterion for writing advertisements.

Discuss with students.

B. Collection of Advertisements.

C. Show transparencies I, II, and III.

Discuss the general criterion for writing advertisements and why each is good (See information sheets in packet).

D. Assign to group--design an advertisement for a newspaper.

E. Collection of advertisements and transparency of advertisement available to students.

Activity I

TRANSPARENCY I

At first glance the coat of arms looks just like any other coat of arms. Look first in the upper lefthand corner; you see a candelabra, the upper righthand corner has a goblet, for wine or water. In the bottom section you see crossed fork and spoon.

Question. Do you know what this is?

NOTE--The printing of Internationale.

Question. Do you think this sounds Inter-nation-ale?

Yes, this is a restaurant--but it is a supper club. Note the hours it is open. Note also the different printing for emphasis. The use of the coat of arms, redesigned, to pictorially say it is a fine restaurant. The white spaces have been used to emphasize the design and to point out basic information. The ad is not cluttered, it is precise and tastefully designed. All facts are given either in picture or printed word.

TRANSPARENCY II

Just glancing at this ad you see what is being said...Winter Tires. You really "get the message" without reading the printed word. The snow and the tire tell the story. Note how the design almost enclosed "to keep you on the go" is pointing to the writing for details. All the necessary basic details are given. Effective use of the white spaces keep the ad in balance and line harmony. A small ad but very effective.

TRANSPARENCY III

A much larger ad, but has all the same criterion.

--complete reading at a glance

--general information

--advertising a major brand of TV

--showing a new TV model

--the blocked in area for emphasis--special information

--dealer added customer services--parking

--effective use of white space

ADVERTISEMENT

What is an advertisement?

It is an item in print or pictorial form designed to make you want to buy a product or go to a place of business.

What makes a good advertisement?

Line-placement of words and/or products.

Design--the actual layout of the advertisement.

Balance--margins, size of letters and how they are designed.

Use of white spaces--all spaces that are left blank.

This is used to emphasize and enhance the product of appeal and to bring all the design of product and words into total balance.

* * * * *

Show transparency I.

Examine this advertisement. Look for all the above factors.

ACTIVITY

Collect advertisements of different varieties to show different use of white spaces.

Design an advertisement to sell a product or place of business.

DE

Page 5-B

TEACHER

Activity 2

SALES TALK

A. Sales Talk: to sell a product

B. General Criterion for critique and evaluation.

DE

Page 5-B1
DAY FOUR
Activity 2

STUDENT

SALES TALK

If you were a sales person in a department store and had a chance to sell whatever you pleased, what would you sell?

What makes a good sales talk? Think of some you have heard that made you want to buy the product.

General Criterion of Sales Talk

--Know the facts about the product you are selling.

--Do not underestimate the intelligence of the person to whom you are trying to sell the product.

--Do not misrepresent the product.

ACTIVITY

Select a member of your group to make a sales talk to the class. Determine what product you would like to sell to your classmates and plan a sales approach.

Present this to your classmates.

Class will critique.

RADIO COMMERCIAL

Equipment: Tape Recorder
Watch or clock for timing

A. General Criterion (student packet)

B. Tape and time commercial

C. Playback recording and critique for evaluation

RADIO COMMERCIAL

**Tape Recorded

In designing a sales talk to be used as a radio commercial, you must remember the product or place is explained in words. In newspapers and magazines advertisements you can see the product. On television you can see the products and hear the sales talk. On radio we use only verbal communications.

GENERAL CRITERION FOR RADIO COMMERCIALS

--Persons hearing the commercial cannot see the product so you must be accurate and descriptive.

--Your voice must make the emphasis on the product.

--The timing and pacing of the words are used for emphasis.

--Radio commercials must not sound as if they are being read.

INVOLVEMENT

Think of an effective radio commercial you have heard in the past week.

List five positive points in that commercial.

1.
2.
3.
4.
5.

ACTIVITY

You are to write a radio commercial. You select the product or items you want to sell. After you have written the commercial, select from your group one or more members to tape record this commercial. Time this commercial carefully for one minute (60 seconds).

**Teacher Packet

TELEVISION COMMERCIAL

Equipment: Watch or Clock for Timing

A. Write and produce a 60-second television commercial.

B. Use visuals (Teacher's Packet)

C. General Criterion for television commercials for evaluation.

TELEVISION COMMERCIAL

The world of televsion is wonderful. You can both see and hear about the product.

Think of some of the television commercials you have seen.

"The floor really is cleaner when you see Product X"
"That beautiful new color television would look great in your home"

GENERAL CRITERION FOR TELEVISION COMMERCIAL

--Television commercials are both seen and heard.

--Use of visuals necessary.

--Commercial must be written to make the product desirable to the public.

--Commercial should be to the point.

--Timing and pacing of words and movement are important in making television commercials.

--The voice is used to sell the product.

INVOLVEMENT

List five positive points you have seen in a television commercial this week.

1.
2.
3.
4.
5.

ACTIVITY

Write a 60-second television commercial. Any product or place may be used. You must use visuals. When using visuals other than the product, the person talking will not be on camera at the same time. Watch the timing and pacing of words. Make sure they are timed with the visuals.

ANALYZE A WINDOW DISPLAY

A. Review points to remember about window displays--General Criterion.

B. Transparency and materials available for student.

C. Collection of window displays.

TRANSPARENCY OF WINDOW DISPLAY

A. Explain points of window display.

B. General criterion for window displays.

WINDOW DISPLAY

Equipment: Opaque Projector
Props to make window display

A. General Criterion.

B. Collection of window displays.

Apply general criterion to each of these illustrations.

B. Area to set up window display and leave for the rest of time of the unit.

WINDOW DISPLAY

What to look for in a window display?

What makes a "good" window display?

GENERAL CRITERION

1. Color--leasing, eye-catching, bold.
2. Line--geometric, glowing to a focal point.
3. Design--all over look.
4. Makes you want to buy the product.
5. Balance--equally divided space or unequally divided spaces.

ACTIVITY

A. Collect window displays.

B. Draw a window display using all the factors involved.

C. Design and discuss orally the window display.

ANALYZE A WINDOW DISPLAY

Think of a window display you have seen recently.

(Sketch this window).

Keep in mind line, design, display of product, balance, color, harmony of color, texture.

List ten favorable points for the window display.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

List five unfavorable points for the window display.

1.
2.
3.
4.
5.

How could you have improved the window display?

CONDUCTING AN INTERVIEW

Equipment: Filmstrip projector
Filmstrip (teacher packet)

A. How to prepare for an interview for a job.

B. Filmstrip narration - student.

C. What is a "good" interview - General Criterion

CONDUCTING AN INTERVIEW

Equipment: Filmstrip projector
Filmstrip (in teacher's packet)

Why do you need to interview for a job or position?

What do you think the interviewer is going to ask you?

Why would he ask these questions?

What kinds of questions may you or should you ask the interviewer?

GENERAL CRITERION FOR CONDUCTING AN INTERVIEW

--Be on time for an interview.

--Be well groomed for an interview.

--Answer all questions.

--If you have questions concerning hours, wage, benefits, etc., be prepared to ask them.

ACTIVITY

Preview the filmstrip. Write a narration for each frame to explain what is happening.

Present this filmstrip and narration to the class. Keep in mind the general criterion for an interview.

DE

TEACHER

Page 5-G
DAY FOUR
ACTIVITY 7

BUYER

A. Materials available for students review.

B. Consult "Articles on Distributive Education."

DE

STUDENT

Page 5-G1
DAY FOUR
ACTIVITY 7

YOU the Buyer!

You are a Buyer for your area. You may use any product you wish. e.g. clothing, furniture, farm machines.

What would you buy? How much would you buy? As a buyer, you need to know the likes and dislikes of the area. The social level of the people and their buying habits.

If you were a fashion buyer for your town or city, what kinds of fashions would you buy? Would you specialize in the "In Thing," for student age people? Men's or Women's Sportswear?

What if you had the chance to buy the very latest "red hot" fashion, but you were unsure if the people of the area would buy the product? Would you buy the RED HOT fashion? Why or Why not?

What if this beautiful fashion item did not sell?

What would you do?

Why?

FIFTH DAY

GENERAL OBJECTIVE FOR UNIT:

At the completion of this curriculum unit, the student will have demonstrated his knowledge of distributive education by participating in the activities and achieving each day's instructional objective.

INSTRUCTIONAL OBJECTIVE:

The student will show that he has acquired some knowledge of distributive education by completing a job analysis.

Resource	Activity
Job Analysis Criteria Sheet.	Completing job analysis.

JOB ANALYSIS CRITERIA SHEET

1. Job (a position within a field). Description or definition.

2. History of this job. How this job evolved.

3. Nature of the work. Just what kind of work would you do in this job?

4. Requirements for this job.

5. Opportunities of experience and exploration of this field.

6. Methods of entering the job field.

7. Advancement.

8. Employment outlook.

9. Earnings.

10. Conditions of work.

11. Social and psychological factors involved in this job.